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ABSTRACT

Guidelines for secondary French instruction are presented in an articulated system of six levels. The articulation is flexible enough to allow for different degrees of preparation in elementary school, and for different degrees of achievement and preparedness at the end of high school. Learning outcomes are presented for each level in terms of attitudinal, linguistic, and cultural goals. The linguistic goals are further subdivided according to basic skills (speaking, listening, reading, writing). A scope and sequence chart is attached as a means of standardizing the order of acquisition of grammar and vocabulary. Some brief philosophical considerations of second language instruction are appended. (JB)

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SECONDARY FRENCH CURRICULUM GUIDE 1980

Province of British Columbia
Ministry of Education
Curriculum Development Branch

Issued by Authority of the Ministry of Education
Victoria, British Columbia

Province of
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Ministry of Education

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Background Information

In general, parents and students alike look forward to tangible linguistic results from the study of a second language. Research shows, however, that after completing five years of secondary French, students cannot be expected to be fully bilingual. Nevertheless, we can expect limited acquisition of the basic skills of listening, speaking, reading and writing in French together with improved proficiency in English.

The goals and objectives for the new French curriculum guide were established after careful consideration of the information supplied by the teachers of secondary French in the province and from major provincial, national and international studies on second language teaching. From these goals and objectives, learning outcomes were developed for each of the six levels. The first two levels provide for elementary-secondary articulation where applicable, while the sixth level offers enrichment and/or advanced study of French with the possibility of advanced placement at university or university credit by course challenge.

Purpose of the Guide

This prescribed curriculum guide is designed to answer the need expressed by teachers and administrative personnel for clear statements about realistic goals and objectives for the instruction of French as a second language in the secondary schools of British Columbia.

These statements have deliberately been kept as short and concise as possible in the curriculum guide. The Resource Book elaborates on these basic statements and provides more details on how they can be put into practice.

This curriculum guide also includes recommendations for implementing the goals and objectives. These practical considerations include learning outcomes, a scope and sequence chart, time allotments and other information related directly to classroom instruction. This information should enable a school or a district to establish and organize its own sequential program.

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Introduction to the Secondary French Program

"A person who has failed to acquire minimal proficiency in at least one foreign language has missed an experience which is essential to understanding the world he lives in."

This statement by Frank Grittner summarizes the basic reason behind learning any foreign language.

The learning of French is appropriate to Canadians because Canada is a bilingual country. French and English are the keys to travel in this country and to understanding both its cultures.

French is also one of the major world languages and its study, apart from obvious practical applications, can be the first step a student takes towards realizing that there are many other cultures.

Ever-increasing opportunities for international travel and the immediacy of daily news from all over the world have resulted in a growing awareness of other cultures, an awareness both national and global in nature. Students are able to observe at first hand the close relationship between language and the culture it embraces.

Learning a second language should, therefore, have instant appeal and acquiring new communication skills should be both an enjoyable and challenging experience. However, as with all courses that improve and expand human consciousness, nothing worthwhile can be achieved without considerable effort.

An eclectic approach to learning French is favored, with a firm and continuing audio-lingual base emphasizing the four basic skills: listening, speaking, reading and writing. Understanding is inherent in each of these skills.

Although imitation and repetition are essential if students are to control and manipulate language structures, the rote-without-reason approach that sometimes passes as language learning should be avoided. Activities should be sequential, carefully paced and varied. Culture is considered an integral part of the language experience and is either to be introduced incidentally in a linguistic setting or set apart as a unit for study.

A detailed Scope and Sequence Chart forms the core of the Secondary French Program. The levels approach was adopted in an attempt to tie in elementary French at one end of the program and post-secondary French at the other, with promotion from level to level determined by a minimum time allotment and appropriate achievement.

The disparity between parent/student expectations and the realities of learning a second language is not always recognized. Research shows that because of the limited time factor, fluency or bilingualism are not realistic objectives for secondary French in British Columbia. We cannot expect students completing this program to be fully bilingual any more than we can expect students to be masters of the English language after eighteen years of total immersion and twelve years of instruction.

We can, however, expect limited mastery of listening, speaking, reading and writing skills at all levels, some competence in using the language in real-life situations, and an improvement in the student's proficiency in his or her own language as a direct consequence of acquiring new communication skills.

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The Levels System

The diversity of French instruction in the province has given rise to problems of articulation between the elementary and secondary programs, adding to similar problems already existing within the Secondary French Program itself. That some districts do not offer any French in the elementary program while other districts offer a complete K-7 program of French second language instruction further complicates the situation.

These factors, combined with the demonstrated need for a clearer definition of course content and the further need to assist students moving from one school to another, have resulted in adopting a levels system which is not only ordered and sequential but which also permits flexible entry and exit at any point in the program.

The following points should be noted:

1. Each level must consist of a minimum of 100 hours of instructional time.
2. In order to move from a lower to a higher level, students must have successfully completed the content of the lower level.
3. The levels are based on the learning outcomes of the secondary French curriculum, not on any particular program or programs.
4. Level 1 is the beginners' level and may be completed either in elementary school or in Grade 8.
5. Where French instruction is offered at the elementary level, direct entry of students into a higher level is possible, provided that the preceding level's requirements have been met.
6. Level 5 is the graduate level of secondary French.
7. Level 6 may count as an additional Grade 12 credit and/or as a qualification for possible advanced university placement.
8. Course numbers are to be used in reporting, e.g., French Level 1 is reported as French 8.
9. Terminal, modified, alternative or locally developed courses are not part of the prescribed Secondary French Program. The needs of the majority of students are met by placement at the appropriate level.

The chart of level application illustrates how the program may be used.

Note: University calendars indicate whether challenge credit is available for graduates of French 12A (Level 6).

Chart of Level Application

Level	Grade Example	Minimum Time Allotment	Description For Reporting
Level One [1]	Elem. or 3	100 Hrs.	French 8
Level Two [2]	8 or 9	100 Hrs.	French 9
Level Three [3]	9 or 10	100 Hrs.	French 10
Level Four [4]	10 or 11	100 Hrs.	French 11
Level Five [5] (Graduate Level of High School French)	11 or 12	100 Hrs.	French 12
Level Six [6] (Additional Grade 12 credit) (University calendars indicate possible credit or advanced placement.)	12	100 Hrs.	French 12A

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GOALS	OBJECTIVES

Goals
Attitudinal p.14
Linguistic p.14
Cultural p.14

Objectives
p.15
Listening
Speaking
Reading
Writing
p.15

Goals:
- general statements of purpose
- broad, long range, visionary
- something to strive for

Objectives:
- flow from long range goals
- attainable within scope of program

LEARNING OUTCOMES

Learning Outcomes in Levels					
1	2	3	4	5	6
p.19	p.29	p.41	p.53	p.65	p.79
p.21	p.31	p.43	p.55	p.67	p.81
p.22	p.32	p.44	p.56	p.68	p.82
p.23	p.33	p.45	p.58	p.70	p.84
p.24	p.33	p.46	p.58	p.70	p.85
p.25	p.36	p.48	p.61	p.74	p.89

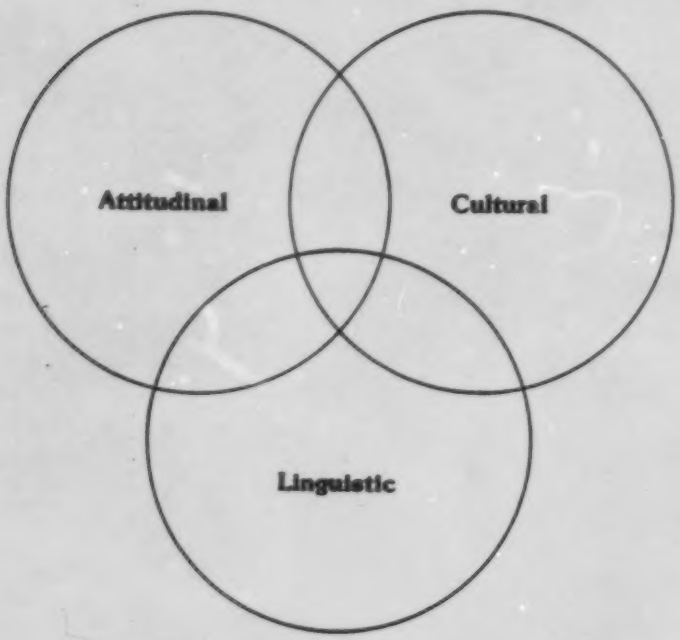
Learning Outcomes:

- what students should be able to do with the content

Content: (Scope and Sequence)

- tool used to achieve objectives

Goals of the Secondary French Program



Attitudinal

The Secondary French Program should enable students to develop a favorable feeling towards the French language and Francophone peoples throughout the world.

Linguistic

The Secondary French Program should enable students to increase, within realistic limits, their ability to communicate effectively in French and, consequently, take advantage of vocational and leisure opportunities or meet post-secondary requirements.

Cultural

The Secondary French Program should enable students to develop an understanding of the values, customs and other elements of French language culture, particularly as experienced in Canada.

Attitudinal Objectives:

By the end of the Secondary French Program, the student should:

- have developed a desire to learn about the speakers of the French language.
- be aware of the role language serves in developing a good understanding of cross-cultural relationships in Canada and the world.
- derive a degree of satisfaction from the experience of studying French that results in a continuing involvement with the French language and French-speaking people outside the classroom and beyond the school curriculum.
- recognize the influence and contribution of French language and culture to Canadian and world civilization and to the arts.

Note: These objectives apply to **all** levels of the program. Detailed Learning Outcomes are repeated for each level.

Linguistic Objectives:

By the end of the Secondary French Program, the student should:

Listening • be able to understand the spoken language within the range determined by the student's linguistic experiences and areas of interest.

Speaking • be able to participate in conversations, free from major vocabulary, grammatical and pronunciation errors, within the student's linguistic experiences and areas of interest.

Reading • be able to read in French with direct understanding for information and enjoyment.

Writing • be able to write in a more sophisticated pattern of structures than can be expected in the student's French conversation.

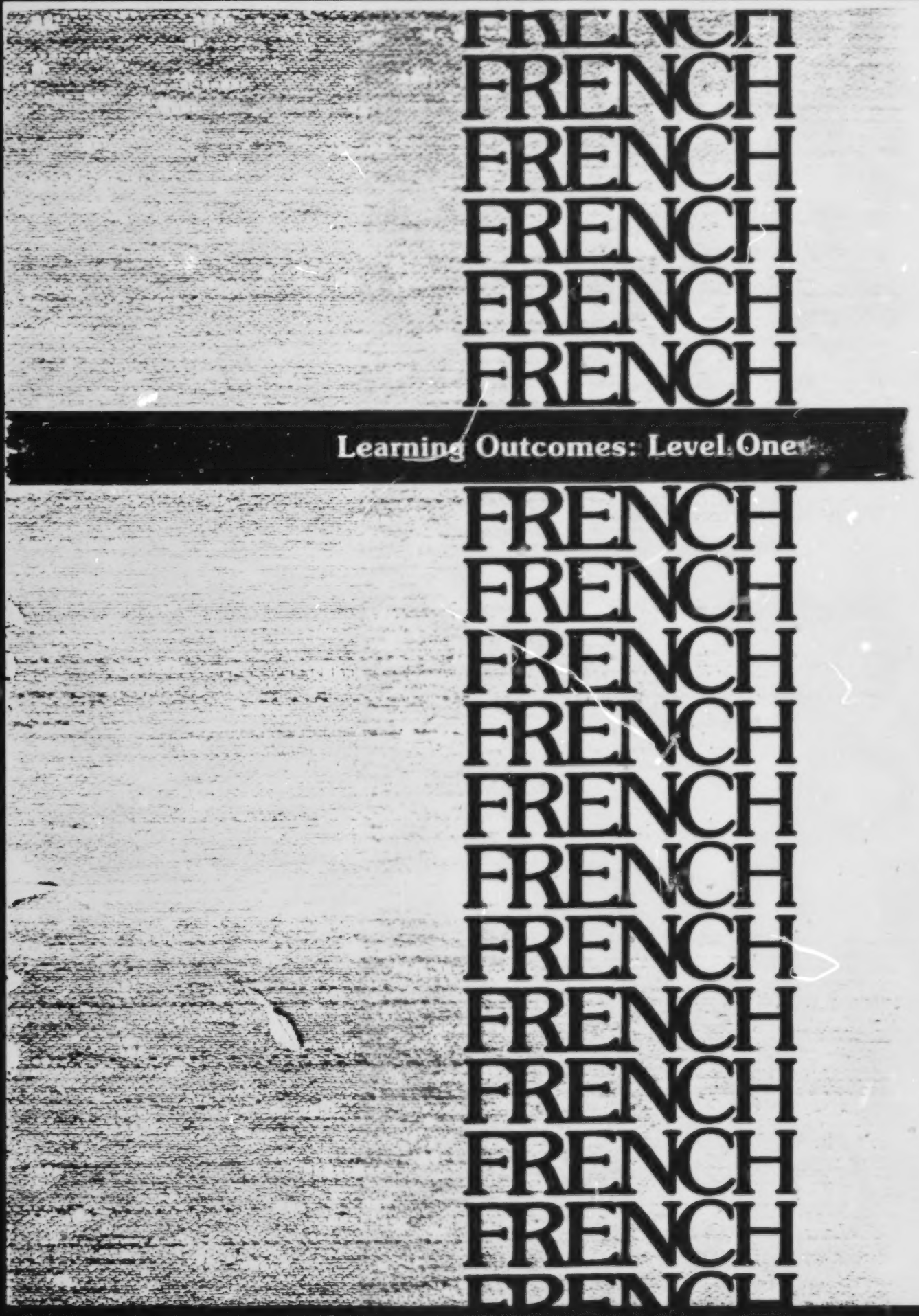
Note: Desired Learning Outcomes are detailed for each level (see pages **17-89**).

Cultural Objectives:

By the end of the Secondary French Program, the student should:

- be aware of and be able to describe, in English or French, activities of everyday existence in a French-Canadian or French family.
- be able to demonstrate knowledge of countries where French is a primary language of communication.
- be able to compare and contrast the various patterns of social behavior and organization found in French-speaking cultures with those of the student's own culture.
- have improved communication skills through involvement in activities that reflect practices typical of French-speaking cultures.

Note: Desired Learning Outcomes are detailed for each level (see pages **17-89**).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Learning Outcomes: Level One
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Learning Outcomes

Attitudinal Goal (for all levels)

The Secondary French Program should enable students to develop a favorable feeling towards the French language and Francophone peoples throughout the world.

Objectives

Throughout the Secondary French Program, the student should:

- develop a desire to learn about the speakers of the French language.
- be aware of the role language serves in developing a good understanding of cross-cultural relationships in Canada and the world.
- derive a degree of satisfaction from the experience of studying French that results in a continuing involvement with the French language and French-speaking people outside the classroom and beyond the school curriculum.
- recognize the influence and contribution of French language and culture to Canadian and world civilization and to the arts.

Learning Outcomes

The following Student Learning Outcomes in the affective area represent a range of desirable outcomes only and offer a possible continuum of appropriate student behaviors. They have not been assigned to particular program levels. This is left to the discretion of the classroom teacher. These outcomes may be achieved in conjunction with, but not in isolation from, linguistic and cultural objectives and learning outcomes.

As a result of studying French:

1. students should (be aware of/recognize/be interested in/welcome) the presence of Francophones in Canada, their province and their community.
   e.g., by inviting French-speaking members of the community into the classroom.
2. students should (realize/recognize/be interested in/welcome/desire to improve/promote) the availability of French cultural materials in their community, their province and Canada.
   e.g., through displays of graphics, records, literature, magazines.
3. students should (tolerate/perceive/respect/be interested in/value) differences in cultural aspects between the French-Canadian or French way-of-life and their own.
   e.g., by cooking French dishes.
4. students should (be aware of/acknowledge/be sensitive to/be interested in/value) differences between the French or French-Canadian life-style and communication habits and their own.
   e.g., by role-playing to show differences in body language, gestures, volubility and reactions between the two cultures.
5. students should (show an interest in/desire to improve their/become actively involved in) learning the language by voluntarily using any French resource materials provided.
   e.g., through French books, games, cassettes from the Resource Centre.

6. students should (identify/respond to/promote) contacts made with the French-speaking members of their community and country.
   e.g., through interviews, phone conversations, letter writing.
7. students should (be aware of/acknowledge/develop an appreciation of) both the traditional and current contributions of French and French-Canadian artists to Canadian and world culture and the arts.
   e.g., through exposure to paintings, music, crafts.
8. students should (recognize a need/desire/initiate behavior/encourage fellow students) to help themselves to succeed in communicating in French.
   e.g., by seeking extra help and/or by continuing French at the next level.
9. students should (recognize/be interested in/enjoy/actively participate in) the music of French-speaking peoples.
   e.g., by listening to and singing French songs.
10. students should (be interested in developing/seek opportunities to improve/desire to master) the ability to write effectively in French.
    e.g., by voluntarily writing short stories, school newspaper articles and poems.
11. students should (be sensitive to/be concerned about/desire to be involved in) significant current political and social issues concerning French-speaking peoples throughout the world.
    e.g., through cross-cultural activities in Canada, cultural exchanges.
12. students should identify with the characteristics of the French culture they most admire.
    e.g., by role-playing, modelling a particular characteristic or a personality.
13. students should (recognize a need for/value/promote) good cross-cultural relationships between French-speaking and English-speaking people.
    e.g., by participating in an exchange program, writing a letter to the newspaper.
14. students should (be aware of/acknowledge/respect/value/admire) contributions to the historical and social development of Canada by French-speaking people.
    e.g., through research projects, interviews with elderly citizens.
15. students should (be aware of/be interested in/experience/identify with) routine events of daily life in a French-speaking culture.
    e.g., by role-playing, watching a French movie.
16. students should (show an awareness of/be actively involved with/identify with) problems associated with learning to speak English as a second language.
    e.g., by tutoring non-native speakers in English.

Linguistic Goal

The Secondary French Program should enable students to increase, within realistic limits, their ability to communicate effectively in French and, consequently, take advantage of vocational and leisure opportunities or meet post-secondary requirements.

Objective: Listening

By the end of the Secondary French Program, students should be able to understand the spoken language within the range determined by their linguistic experiences and areas of interest.

Learning Outcomes

By the end of Level One, the student should be able to:

1. demonstrate comprehension of regular-*er* verbs.
   e.g., ***chanter, danser, regarder, aimer, écouter.***
   Comprehension may be demonstrated by response to visual stimuli, actions, multiple choice, etc.
2. demonstrate comprehension of high frequency irregular verbs.
   e.g., ***avoir, être, vouloir.***
3. demonstrate comprehension of adjectives of quality.
   e.g., ***bon, petit, magnifique, les couleurs de base.***
4. demonstrate comprehension of the difference between frequently used masculine/feminine nouns.
   e.g., ***cousin/cousine.***
5. demonstrate comprehension of adverbs of quantity followed by the preposition ***de***.
   e.g., ***beaucoup de, peu de, trop de.***
6. demonstrate comprehension of the use of possessive adjectives.
   e.g., ***mon, ton, son.***
7. identify the affirmative sentence form.
   e.g., ***Je suis dans la classe.***
8. identify the negative sentence form.
   e.g., ***Je ne suis pas dans la classe.***
9. identify forms of the interrogative using ***est-ce que*** and rising intonation.
   e.g., ***Est-ce que tu es dans la classe? Tu es dans la classe?***
10. identify the personal pronouns with verb forms in the present indicative tense.
    e.g., ***Nous dansons.***
11. identify and differentiate between the emphatic pronouns (***pronom disjoint***) and relate them to the appropriate subject pronouns.
    e.g., ***Moi, je chante.***
12. identify and differentiate between question words and respond with short answers to simple questions.
    e.g., ***Où est Jean? —Il est dans la salle de classe.***
    Qui est-ce? —C'est un étudiant.

13. respond to commands (imperative mood).
    e.g., ***Lève-toi. Levez-vous. Levons-nous.***
14. identify and differentiate between the definite and indefinite articles according to the number and gender of nouns.
    e.g., ***la maison, une maison.***
    les maisons, des maisons.
15. identify and differentiate between the forms of the partitive article according to the number and gender of nouns.
    e.g., ***de la crème, du sucre.***
16. identify and differentiate between the number and gender of adjectives used to describe nouns.
    e.g., ***la grande maison verte.***
    les grandes maisons vertes.
17. identify and differentiate between the prepositions ***à*** and ***de*** with nouns.
    e.g., ***Je vais au cinéma. Il sort de la maison.***
18. identify and differentiate situations where the preposition denotes possession.
    e.g., ***le livre du garçon.***
    le stylo de mon oncle.
19. identify and differentiate between the names of holidays, days of the week, months of the year, seasons and the weather.
    e.g., comprehension may be demonstrated by responding to visual stimuli, actions, multiple choice questions, etc.
20. demonstrate comprehension of the basic content of a sequential text or story of a slightly higher level.
    e.g., by answering multiple choice questions in French.

Objective: Speaking

By the end of the Secondary French Program, students should be able to participate in conversations free from major vocabulary, grammatical and pronunciation errors within their linguistic experiences and areas of interest.

Learning Outcomes

By the end of Level One, the student should be able to:

1. produce the correct definite or indefinite article with nouns learned.
   e.g., ***Qu'est-ce que c'est? — C'est une auto.***
2. respond to stimuli with the partitive article with a limited number of nouns when the student wishes to say "some."
   e.g., ***Tu as des cahiers? — Oui, j'ai des cahiers.***
3. create short, simple sentences using common adjectives of quality including colors.
   e.g., ***C'est un beau stylo rouge.***
4. respond to questions using the appropriate form of the possessive adjective.
   e.g., ***C'est ton livre. Ma soeur s'appelle Marie.***
5. produce forms of the prepositions ***à*** and ***de*** before nouns.
   e.g., ***Je vais au cinéma. C'est le livre du garçon.***
6. respond to stimuli using possession with the preposition ***de*** correctly.
   e.g., ***A qui est l'auto? — C'est l'auto de mon père.***

7. make certain nouns feminine and plural when necessary.
   e.g., ***un étudiant/une étudiante.***
   un étudiant/des étudiants.
8. respond to simple questions using the preposition **de** after an adverb of quantity.
   e.g., ***Tu as beaucoup de disques? — Oui, j'ai beaucoup de disques.***
9. manipulate, recite and use in original sentences all forms of **-er** verbs learned to date plus certain high frequency irregular verbs such as ***avoir, être, aller, faire, pouvoir.***
   e.g., ***Est-ce que vous étudiez beaucoup? — Oui, j'étudie beaucoup.***
   Combien de frères est-ce que vous avez? — J'ai deux frères.
10. answer questions using emphatic pronouns (***pronom disjoint***) in simple context.
    e.g., ***Toi, tu aimes le ski? — Oui, moi j'adore ça!***
11. make up original questions and answer questions beginning with ***où, quand, comment, pourquoi, est-ce que, combien de.***
    e.g., ***Où est-ce que vous allez samedi? — Je vais à la discothèque.***
12. make up and answer questions using intonation only.
    e.g., ***Tu vas au cinéma? — Oui, je vais au cinéma.***
13. make up and answer questions using **all** personal pronouns and the indefinite pronoun ***on***.
    e.g., ***Je travaille. Et lui? — Il travaille. Et nous? — On travaille.***
14. answer questions using the negative form ***ne_____pas*** and change affirmative statements to negative statements.
    e.g. ***Tu chantes? — Non, je ne chante pas.***
    Il est beau. Il n'est pas beau.
15. answer questions pertinent to the weather and seasons.
    e.g. ***Quel temps fait-il? — Il fait beau.***
16. use in context the names of holidays, days of the week, months and numbers.
    e.g., ***Noël, c'est le 25 décembre.***
17. present simple dialogues based on known vocabulary and structures.
    e.g., ***— Bonjour, Luc. Ça va?***
    — Pas mal. Et toi?
    — Ça va. Où est-ce que tu vas?
    — Je vais au cinéma.

Objective: Reading

By the end of the Secondary French Program, students should be able to read in French with direct understanding for information and enjoyment.

Learning Outcomes

By the end of Level One, the student should be able to:

1. read with comprehension (aloud or silently) passages containing the linguistic structures experienced at this level.
2. pronounce with reasonable accuracy passages containing familiar linguistic structures and vocabulary.
3. respond in French to simple questions based on a passage.
4. demonstrate comprehension by responding in English to questions requiring a more in-depth comprehension of a passage.

Objective: Writing

By the end of the Secondary French Program, students should be able to write in a more sophisticated pattern of structures than can be expected in their French conversation.

Learning Outcomes

Although the emphasis at this level is oral, by the end of Level One the student should be able to:

1. select and express in writing the definite article with nouns appropriate to this level.
   e.g., ***la maison, les garçons.***
2. select and use in writing the indefinite article with nouns appropriate to this level.
   e.g., ***une maison, des garçons.***
3. select and use in writing the partitive article with nouns appropriate to this level.
   e.g., ***de l'argent, de la musique.***
4. select and use in writing common adjectives of quality including colors with nouns appropriate to this level.
   e.g., ***les jeunes filles, une maison blanche.***
5. select and use in writing the prepositions ***à*** and ***de*** with nouns appropriate to this level.
   e.g., ***au cinéma, de la classe.***
6. select and use in writing possessive adjectives with nouns appropriate to this level.
   e.g., ***mon livre, sa soeur.***
7. select and use in writing forms of the preposition ***de*** to denote possession.
   e.g., ***la classe du professeur.***
8. select and use in writing the feminine form of nouns appropriate to this level.
   e.g., ***le cousin/la cousine.***
9. express in writing the present tense **-er** verbs and irregular verbs appropriate to this level with all personal subject pronouns and the indefinite pronoun ***on***.
   e.g., ***Je regarde la télévision.***
   Elle a de l'argent.
10. write simple questions using ***où, quand, comment, pourquoi, est-ce que, combien de***.
    e.g., ***Quand est-ce que tu vas au cinéma?***
11. differentiate between and write declarative, negative and interrogative sentence forms.
    e.g., ***Je regarde le film. Je ne regarde pas le film. Est-ce que tu regardes le film?***
12. use emphatic pronouns (***pronom disjoint***) correctly in writing within the context of an expression or sentence.
    e.g., ***Moi, je n'aime pas le travail.***
13. use adverbs of quantity correctly in writing within the context of an expression or sentence.
    e.g., ***Bill a beaucoup d'argent.***

Cultural Goal

The Secondary French Program should enable students to develop an understanding of the values, customs and other elements of French language culture, particularly as experienced in Canada.

Objective

By the end of the Secondary French Program, students should be aware of and be able to describe in English or French activities of everyday existence in a French-Canadian or French family.

Learning Outcomes

By the end of Level One, the student should be able to:

1. identify and describe, preferably in the target language, the dates and characteristics of principal ***fêtes***.
   e.g., ***Noël, Pâques.***
2. reproduce orally and in writing basic vocabulary related to three of the following: school, clothes, house, family, sports, weather, time, calendar, seasons.
3. compare and contrast at least three of the above with the student's environment and that of French-speaking peoples.

Objective

By the end of the Secondary French Program, students should be able to demonstrate knowledge of countries where French is a primary language of communication.

Learning Outcomes

By the end of Level One, the student should be able to:

1. recognize and reproduce orally the names of the Canadian provinces in French.
2. recognize basic geographical terms.
   e.g., ***montagnes, fleuves, océans.***

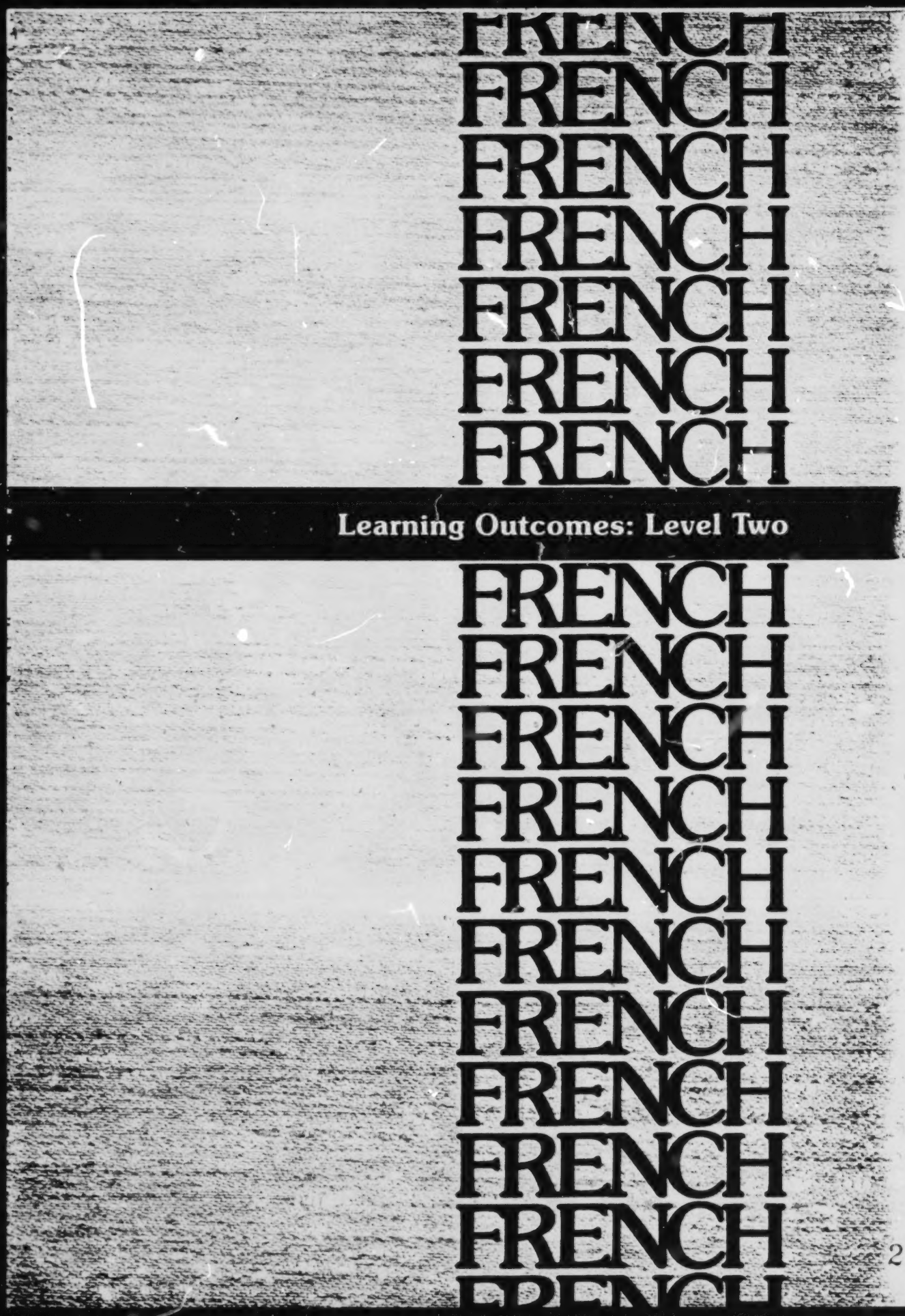
Objective

By the end of the Secondary French Program, students should be able to compare and contrast the various patterns of social behavior and organization found in French-speaking cultures with those of their own culture.

Learning Outcome

By the end of Level One, the student should be able to:

1. recall three or four songs introduced during the year.
   e.g., ***O Canada*** (French version).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Learning Outcomes: Level Two
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Learning Outcomes

Attitudinal Goal (for all levels)

The Secondary French Program should enable students to develop a favorable feeling towards the French language and Francophone peoples throughout the world.

Objectives

Throughout the Secondary French Program, the student should:

- develop a desire to learn about the speakers of the French language.
- be aware of the role language serves in developing a good understanding of cross-cultural relationships in Canada and the world.
- derive a degree of satisfaction from the experience of studying French that results in a continuing involvement with the French language and French-speaking people outside the classroom and beyond the school curriculum.
- recognize the influence and contribution of French language and culture to Canadian and world civilization and to the arts.

Learning Outcomes

The following Student Learning Outcomes in the affective area represent a range of desirable outcomes only and offer a possible continuum of appropriate student behaviors. They have not been assigned to particular program levels. This is left to the discretion of the classroom teacher. These outcomes may be achieved in conjunction with, but not in isolation from, linguistic and cultural objectives and learning outcomes.

As a result of studying French:

1. students should (be aware of/recognize/be interested in/welcome) the presence of Francophones in Canada, their province and their community.
   e.g., by inviting French-speaking members of the community into the classroom.
2. students should (realize/recognize/be interested in/welcome/desire to improve/promote) the availability of French cultural materials in their community, their province and Canada.
   e.g., through displays of graphics, records, literature, magazines.
3. students should (tolerate/perceive/respect/be interested in/value) differences in cultural aspects between the French-Canadian or French way-of-life and their own.
   e.g., by cooking French dishes.
4. students should (be aware of/acknowledge/be sensitive to/be interested in/value) differences between the French or French-Canadian life-style and communication habits and their own.
   e.g., by role-playing to show differences in body language, gestures, volubility and reactions between the two cultures.
5. students should (show an interest in/desire to improve their/become actively involved in) learning the language by voluntarily using any French resource materials provided.
   e.g., through French books, games, cassettes from the Resource Centre.

6. students should (identify/respond to/promote) contacts made with the French-speaking members of their community and country.
   e.g., through interviews, phone conversations, letter writing.
7. students should (be aware of/acknowledge/develop an appreciation of) both the traditional and current contributions of French and French-Canadian artists to Canadian and world culture and the arts.
   e.g., through exposure to paintings, music, crafts.
8. students should (recognize a need/desire/initiate behavior/encourage fellow students) to help themselves to succeed in communicating in French.
   e.g., by seeking extra help and/or by continuing French at the next level.
9. students should (recognize/be interested in/enjoy/actively participate in) the music of French-speaking peoples.
   e.g., by listening to and singing French songs.
10. students should (be interested in developing/seek opportunities to improve/desire to master) the ability to write effectively in French.
    e.g., by voluntarily writing short stories, school newspaper articles and poems.
11. students should (be sensitive to/be concerned about/desire to be involved in) significant current political and social issues concerning French-speaking peoples throughout the world.
    e.g., through cross-cultural activities in Canada, cultural exchanges.
12. students should identify with the characteristics of the French culture they most admire.
    e.g., by role-playing, modelling a particular characteristic or a personality.
13. students should (recognize a need for/value/promote) good cross-cultural relationships between French-speaking and English-speaking people.
    e.g., by participating in an exchange program, writing a letter to the newspaper.
14. students should (be aware of/acknowledge/respect/value/admire) contributions to the historical and social development of Canada by French-speaking people.
    e.g., through research projects, interviews with elderly citizens.
15. students should (be aware of/be interested in/experience/identify with) routine events of daily life in a French-speaking culture.
    e.g., by role-playing, watching a French movie.
16. students should (show an awareness of/be actively involved with/identify with) problems associated with learning to speak English as a second language.
    e.g., by tutoring non-native speakers in English.

Linguistic Goal

The Secondary French Program should enable students to increase, within realistic limits, their ability to communicate effectively in French and, consequently, take advantage of vocational and leisure opportunities or meet post-secondary requirements.

Objective: Listening

By the end of the Secondary French Program students should be able to understand the spoken language within the range determined by their linguistic experiences and areas of interest.

Learning Outcomes

By the end of Level Two, the student should be able to:

1. demonstrate comprehension of the demonstrative adjective.
   e.g., by giving English equivalents.
2. respond accurately to questions which contain interrogative pronouns.
   e.g., ***A qui est ce livre? — C'est à Bill.***
3. identify and differentiate the object pronouns according to type and position.
   e.g., ***Il la regarde.***
   Je lui téléphone.
   Elle nous parle.
   J'y vais.
4. demonstrate comprehension of present indicative; ***passé composé;*** imperfect tense expressions ***il y avait, c'était, il faisait;*** imperative; ***futur proche***.
   e.g., by giving English equivalents.
5. identify and differentiate between regular ***-er*** and ***-ir*** verbs in the present indicative.
6. identify and differentiate between verbs conjugated with ***avoir*** and ***être*** in the ***passé composé***.
7. demonstrate comprehension of the verbs ***voir, prendre, venir*** in the present indicative.
   e.g., by giving English equivalents or responding with an action.
8. identify and differentiate between questions containing ***est-ce que*** or subject-verb inversion in the affirmative and negative and after adverbs of time.
   e.g., ***Quand vas-tu? Quand est-ce que tu vas?***
9. recognize the use of the infinitive complement of the verb after ***aller, aimer, devoir, pouvoir, vouloir***.
   e.g., ***J'aime manger.***
10. recognize the use of reported speech after ***dire que*** in the present indicative.
    e.g., ***Elle dit qu'elle aime la musique.***
11. identify pronominal verbs and differentiate between their use in the present, ***passé composé*** and the imperative mood.
    e.g., ***Tu te lèves. Tu t'es levé. Lève-toi.***
12. identify and differentiate between these negative forms: ***ne ___ jamais, ne ___ plus, ne ____ que, ne ___ rien***.

13. recognize and demonstrate comprehension of adverbs of time, manner, place, quantity.
    e.g., by matching multiple choice items to illustrations.
14. identify and differentiate between the use of prepositions in the following situations:
    à and ***de***, singular and plural.
    e.g., ***Il parle au garçon. Il parle aux garçons.***
    de after the negative.
    e.g., ***Je n'ai pas de pain.***
    de after adverbs of quantity.
    e.g., ***J'ai beaucoup de travail.***
    à and names of cities.
    e.g., ***à Vancouver.***
    au, aux, en before provinces and countries.
    e.g., ***au Canada, aux Etats-Unis, en France.***
    de and names of cities.
    e.g., ***de Montréal.***
    different forms of ***de*** before countries.
    e.g., ***du Japon.***
    en and ***au*** before seasons.
    e.g., ***en hiver, au printemps.***
    use of ***pour*** to indicate destination, goal.
    e.g., ***Je pars pour Paris.***
15. demonstrate comprehension of the basic content of a dialogue, a sequential text or a story of a slightly higher level.
    e.g., by answering multiple choice questions in French.

Objective: Speaking

By the end of the Secondary French Program, students should be able to participate in conversations free from major vocabulary, grammatical and pronunciation errors within their linguistic experiences and areas of interest.

Learning Outcomes

By the end of Level Two, the student should be able to:

1. qualify nouns using the partitive article.
   e.g., ***Je mange du pain. Et toi? —Je mange de la salade.***
2. use nouns with the appropriate article.
   e.g., ***Je regarde le programme à la télévision.***
3. differentiate between the masculine and feminine, singular and plural forms of nouns.
   e.g., ***un ouvrier/une ouvrière; une auto/des autos.***
4. create sentences and responses that include adjectives of quality known to this point using correct order and agreement.
   e.g., ***une grosse auto américaine.***
5. formulate questions using forms of the interrogative adjective ***quel***.
   e.g., ***Quel film est-ce que tu aimes? Quelles études est-ce que tu veux faire?***
6. express possession using all forms of possessive adjectives.
   e.g., ***Le livre est à toi? —Oui, c'est mon livre.***

7. produce sentences or responses using emphatic pronouns (***pronom disjoint***).
   e.g., ***Moi, j'aime le hockey!***
8. ask questions using the interrogative pronouns ***qui?*** and ***quoi?*** preceded by the preposition ***à***.
   e.g., ***A qui est-ce que tu parles? A quoi est-ce que tu joues?***
9. create sentences and responses using the pronominal adverb ***y*** and direct and indirect object pronouns.
   e.g., ***Je vais au cinéma. J'y vais à sept heures.***
   Tu téléphones à tes amis? —Oui, je leur téléphone souvent.
10. manipulate in pattern drills, dialogues and creative situations regular ***-er, -ir, -re*** verbs in the present and ***passé composé*** and in the imperative mood.
    e.g., ***Et eux, ils attendent. Il finit. Et vous et moi, nous finissons.***
11. manipulate and use the irregular verbs ***voir, prendre, venir*** in simple sentences in the present and ***passé composé***.
    e.g., ***Je vais en ville. Je suis allé en ville.***
12. use the ***passé composé*** of regular ***-er, -ir, -re*** verbs as well as irregular verbs introduced in the content whether conjugated with ***avoir*** or ***être***.
    e.g., ***Qu'est-ce que tu as fait hier soir? —J'ai joué au hockey.***
    By changing from present to ***passé composé;*** by answering questions using the ***passé composé.***
13. use and manipulate pronominal verbs in the present tense.
    e.g., ***Je me lève à six heures.***
14. use the imperative mood of verbs known to date in the affirmative and the negative.
    e.g., ***Prends l'autobus! Ne parlez pas! Travaillons!***
15. use imperfect tense expressions ***c'était, il y avait*** and ***il faisait***.
    e.g., ***Hier, c'était dimanche. Il faisait beau. Il n'y avait pas de nuages.***
16. express the future using ***futur proche***.
    e.g., ***Je vais danser. Qu'est-ce que tu vas faire cette fin de semaine?***
17. report what others have said by using ***dire que*** in the present tense.
    e.g., ***Il dit qu'il va au labo.***
18. use the negative forms ***ne ___ jamais, ne ___ plus, ne ___ que***.
    e.g., ***Est-ce que tu regardes la télé le soir? —Non, je ne regarde jamais la télé.***
19. create original sentences using certain high frequency adverbs such as ***bien, quelquefois, souvent, beaucoup, mal***.
    e.g., ***Est-ce que tu danses bien? —Non, je danse mal!***
20. manipulate forms of the prepositions ***à*** and ***de*** preceding familiar nouns.
    e.g., ***Tu vas au cinéma? Tu vas à la discothèque?***
    C'est le livre du garçon? —Non, c'est le livre de la jeune fille.
21. use the partitive article correctly after a negative form or an adverb of quantity.
    e.g., ***Est-ce que vous avez du sucre? —Non, je n'ai pas de sucre.***
    J'ai beaucoup de devoirs!
22. use the names of the seasons and months with their correct prepositions.
    e.g., ***en janvier, en été, au printemps.***
23. use the preposition ***pour*** to indicate destination or goal.
    e.g., ***Je vais à l'école pour étudier. Je pars pour Vancouver.***
24. ask affirmative questions using the inversion structure in the present tense only.
    e.g., ***Quand vas-tu au cinéma?***

25. compose and/or present dialogues based on vocabulary and structures known to date.
    e.g., ***—Qu'est-ce que tu vas faire cette fin de semaine?***
    —Ma famille et moi, nous allons faire du ski.
    —Nous y sommes allés dimanche passé. C'était fantastique!

Objective: Reading

By the end of the Secondary French Program, students should be able to read in French with direct understanding for information and enjoyment.

Learning Outcomes

By the end of Level Two, the student should be able to:

1. read aloud or silently, with comprehension, passages containing the linguistic structures experienced at this level.
   e.g., magazines, readers, literary excerpts.
2. pronounce with reasonable accuracy passages containing familiar linguistic structures and vocabulary.
3. respond in French to simple questions based on a passage.
4. respond in English to questions requiring more in-depth comprehension of a passage.
5. paraphrase a reading passage in French.
6. illustrate the passage read in another medium.
   e.g., by role-playing, art, pictures, etc.
7. initiate questions or statements based on the passages or excerpts read.
8. make inferences about unfamiliar linguistic structures and vocabulary.

Objective: Writing

By the end of the Secondary French Program, students should be able to write in a more sophisticated pattern of structures than can be expected in their French conversation.

Learning Outcomes

Although emphasis at this level is still primarily oral, by the end of Level Two, the student should be able to:

1. use the appropriate form of the singular or plural definite or indefinite article with nouns already known.
   e.g., ***le livre/les livres; l'homme/les hommes; une femme/des femmes; une orange/des oranges.***
2. spell names of holidays, days of the week, months and seasons.
3. write the feminine and the plural forms of nouns.
   e.g., ***un cousin/une cousine; un livre/des livres; un bureau/des bureaux.***

4. write appropriate changes in interrogative and possessive adjectives according to gender and number.
   e.g., ***Quel stylo? Quelle page? Quels stylos? Quelles pages? Mon père, ma mère, mes cousins, mes cousines, son frère, sa soeur, ses oncles, ses tantes, notre père, notre mère, nos voisins, nos voisines.***
5. make correct agreement in number and gender of adjectives of quality.
   e.g., ***grand/grands/grande/grandes.***
6. identify the irregular forms of these adjectives of quality:
   beau, bon, nouveau, vieux, heureux, blanc, gentil.
7. choose the correct position for all adjectives learned to date.
   e.g., ***un petit garçon, une grande fille, une voiture rouge, un élève intelligent.***
8. write the correct form of the interrogative pronouns in a question.
   e.g., ***Qui arrive? Que faites-vous? Qu'est-ce que vous faites? Avec quoi est-ce que tu écris?***
9. recognize situations in which the adverbial pronoun **y** can be used in place of a phrase of location and form a sentence with **y** in the correct position.
   e.g., ***Est-ce qu'il reste dans la salle? — Oui, il y reste.***
   Est-ce qu'il va en ville? — Oui, il y va.
10. write the present indicative of regular verbs ending in ***-re*** and ***-ir***.
    e.g., ***Je prends le métro. Elle finit son travail.***
11. write the present indicative of the irregular verb ***voir***.
    e.g., ***Il voit le match.***
12. write the ***passé composé*** of verbs studied to date including pronominal verbs using auxiliaries ***avoir*** and ***être***.
    e.g., ***Il a donné. Il est allé. Il s'est habillé.***
13. write the ***futur proche***.
    e.g., ***Je vais manger.***
14. write affirmative and negative questions using subject-verb inversion.
    e.g., ***Que fait-il? Ne vas-tu pas à Paris?***
15. write affirmative and negative questions using verb inversion with interrogative adjectives and adverbs of place and time.
    e.g., ***A quelle heure vas-tu chez le dentiste?***
    Où vas-tu?
16. use in writing an infinitive as the complement of these verbs: ***aimer, aller, devoir, falloir (il faut), pouvoir, venir, vouloir***.
    e.g., ***Il veut danser.***
17. write ***dire que*** in present tense as an introduction to reported speech.
    e.g., ***Il dit qu'il est fatigué. Elle dit que Robert a quatorze ans.***

Cultural Goal

The Secondary French Program should enable students to develop an understanding of the values, customs and other elements of French language culture, particularly as experienced in Canada.

Objective

By the end of the Secondary French Program, students should be aware of and be able to describe in English or French activities of everyday existence in a French-Canadian or French family.

Learning Outcomes

By the end of Level Two, the student should be able to:

1. identify and describe, preferably in the target language, the dates and characteristics of special *fêtes*.
   e.g., ***Carnaval, Mardi gras,*** holidays.
2. identify and reproduce in a simple context vocabulary related to three of the following: professions, cuisine, dining table, transport, the family, the telephone, domestic animals and sports.
3. compare and contrast aspects of three of the above with respect to the student's environment and that of French-speaking peoples.
   e.g., length of the working day in France.

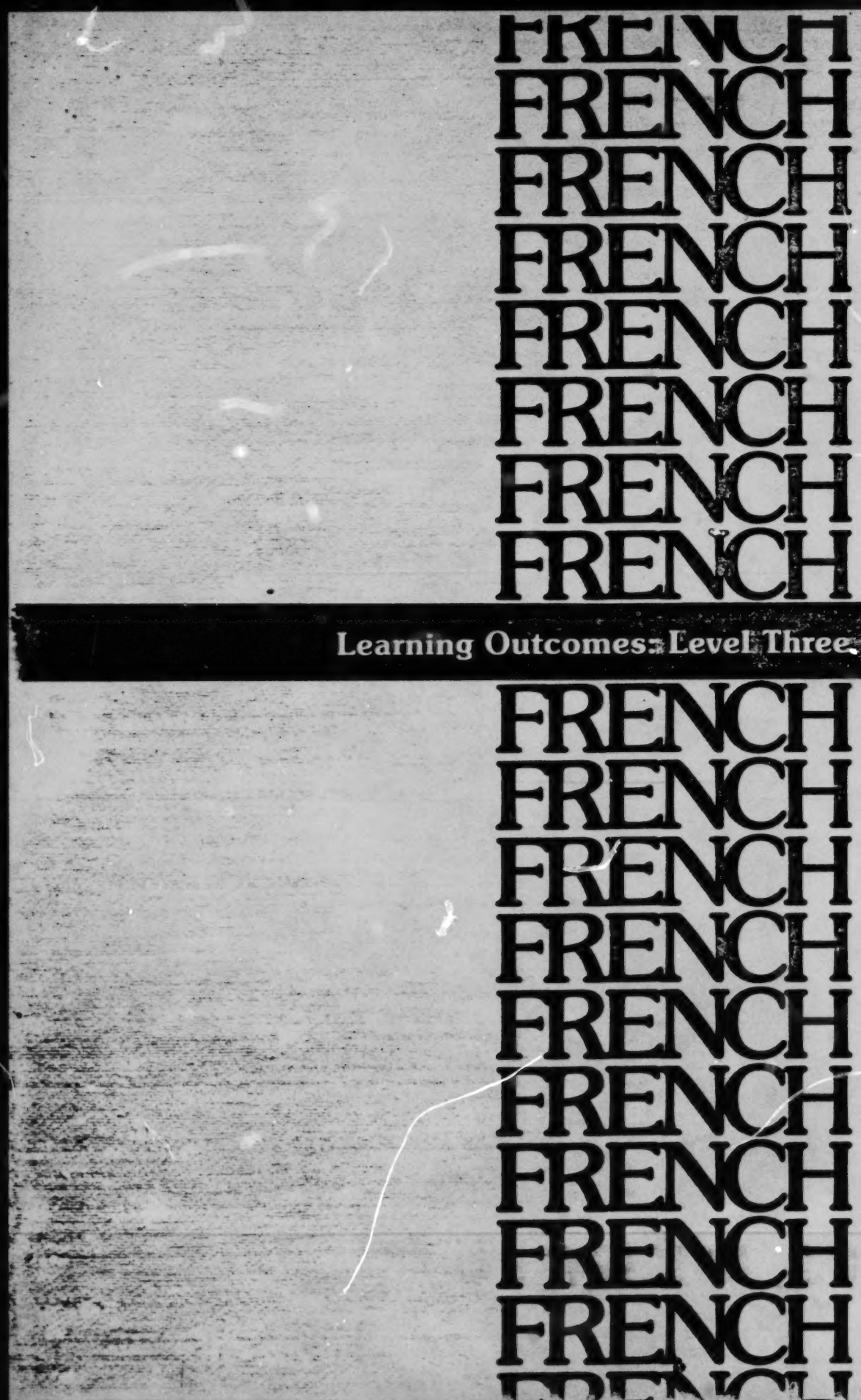
Objective

Throughout the Secondary French Program, students should improve communication skills through involvement in activities that reflect practices typical of French-speaking cultures.

Learning Outcomes

By the end of Level Two, the student should be able to:

1. develop listening skills by discriminating between sounds and patterns provided through exposure to French songs.
2. develop pronunciation skills by singing French songs.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Learning Outcomes: Level Three
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Learning Outcomes

Attitudinal Goal (for all levels)

The Secondary French Program should enable students to develop a favorable feeling towards the French language and Francophone peoples throughout the world.

Objectives

Throughout the Secondary French Program, the student should:

- develop a desire to learn about the speakers of the French language.
- be aware of the role language serves in developing a good understanding of cross-cultural relationships in Canada and the world.
- derive a degree of satisfaction from the experience of studying French that results in a continuing involvement with the French language and French-speaking people outside the classroom and beyond the school curriculum.
- recognize the influence and contribution of French language and culture to Canadian and world civilization and to the arts.

Learning Outcomes

The following Student Learning Outcomes in the affective area represent a range of desirable outcomes only and offer a possible continuum of appropriate student behaviors. They have not been assigned to particular program levels. This is left to the discretion of the classroom teacher. These outcomes may be achieved in conjunction with, but not in isolation from, linguistic and cultural objectives and learning outcomes.

As a result of studying French:

1. students should (be aware of/recognize/be interested in/welcome) the presence of Francophones in Canada, their province and their community.
   e.g., by inviting French-speaking members of the community into the classroom.
2. students should (realize/recognize/be interested in/welcome/desire to improve/promote) the availability of French cultural materials in their community, their province and Canada.
   e.g., through displays of graphics, records, literature, magazines.
3. students should (tolerate/perceive/respect/be interested in/value) differences in cultural aspects between the French-Canadian or French way-of-life and their own.
   e.g., by cooking French dishes.
4. students should (be aware of/acknowledge/be sensitive to/be interested in/value) differences between the French or French-Canadian life-style and communication habits and their own.
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    e.g., by voluntarily writing short stories, school newspaper articles and poems.
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12. students should identify with the characteristics of the French culture they most admire.
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13. students should (recognize a need for/value/promote) good cross-cultural relationships between French-speaking and English-speaking people.
    e.g., by participating in an exchange program, writing a letter to the newspaper.
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    e.g., through research projects, interviews with elderly citizens.
15. students should (be aware of/be interested in/experience/identify with) routine events of daily life in a French-speaking culture.
    e.g., by role-playing, watching a French movie.
16. students should (show an awareness of/be actively involved with/identify with) problems associated with learning to speak English as a second language.
    e.g., by tutoring non-native speakers in English.

Linguistic Goal

The Secondary French Program should enable students to increase, within realistic limits, their ability to communicate effectively in French and, consequently, take advantage of vocational and leisure opportunities or meet post-secondary requirements.

Objective: Listening

By the end of the Secondary French Program, students should be able to understand the spoken language within the range determined by their linguistic experiences and areas of interest.

Learning Outcomes

By the end of Level Three, the student should be able to:

1. identify and differentiate between regular, comparative and superlative adjectives.
   e.g., ***grand/plus grand/le plus grand.***
2. demonstrate comprehension of superlative and comparative adjectives.
   e.g., ***Bill est plus beau que Jacques.***
3. identify and differentiate between object pronouns according to type and position in an affirmative or negative sentence.
   e.g., ***Il n'y en a pas.***
4. identify, differentiate between and demonstrate comprehension of relative pronouns ***qui*** and ***que***.
   e.g., ***l'homme que je vois.***
5. identify and differentiate between the different tenses of the verbs studied to date and the simple future.
   e.g., ***(aujourd'hui) je marche; (hier) j'ai marché; (demain) je marcherai.***
6. demonstrate comprehension of the verb tenses studied to date.
   e.g., the simple future by responding to questions starting with ***demain.***
7. identify and differentiate between indicative present verbs ending in ***-er, -ir, -re*** (regular) and ***-oir, -ir*** (irregular).
   e.g., ***savoir, dormir.***
8. identify and differentiate between the use of the ***passé composé***, imperfect and ***venir de*** plus the infinitive in the present indicative only.
   e.g., ***Je l'ai vu hier.***
   Je le voyais tous les jours.
   Je viens de la voir.
9. recognize the change in the past participle in cases of agreement with either ***être*** or ***avoir***.
   e.g., ***Je les ai faites.***
10. recognize the use of the complementary infinitive with auxiliary verbs learned to date as well as ***aimer mieux, croire, désirer, laisser, penser, regarder, sembler, voir.***
11. identify and differentiate between the tenses used after reported speech introduced in the present and past.
    e.g., ***Il dit qu'il viendra. Il a expliqué qu'il allait en ville.***

12. identify pronominal verbs and differentiate their use in the following tenses: present indicative, imperative, ***passé composé***, imperfect and future.
    e.g., ***je me lève, lève-toi, je me suis levé, je me levais, je me lèverai.***
13. identify and differentiate between the negative forms ***ne ___ personne, ne ___ que, ne ___ rien, ne ___ jamais,*** in simple and composite tenses.
    e.g., ***Je ne vois rien/je n'ai rien vu; je ne vois personne/je n'ai vu personne.***
14. recognize where adverbs are placed in sentences.
    e.g., ***Je mange bien./J'ai bien mangé.***
15. demonstrate comprehension of the basic content of a sequential text or story of a slightly higher level.
    e.g., by answering multiple choice questions in French.

Objective: Speaking

By the end of the Secondary French Program, students should be able to participate in conversations free from major vocabulary, grammatical and pronunciation errors within their linguistic experiences and areas of interest.

Learning Outcomes

By the end of Level Three, the student should be able to:

1. use the partitive article in all situations with vocabulary learned to date.
   e.g., ***J'ai acheté du pain et des biscuits.***
2. use the definite and indefinite article in all situations involving vocabulary known to date.
   e.g., ***C'est la fin de l'histoire.***
3. produce a wide range of sentences using adjectives of quality in their correct form and position including common irregular forms.
   e.g., ***J'ai de nouveaux amis. C'est un nouvel avion français.***
4. produce sentences expressing comparison and the superlative using familiar adjectives and adverbs including the irregular case of ***meilleur***.
   e.g., ***Jean est plus grand que Claude. Jean est le plus grand garçon de la classe. Jean court plus vite que Marc. Il parle français mieux que moi.***
5. manipulate and produce expressions using forms of the demonstrative adjective ***ce***.
   e.g., ***ce garçon/cette fille.***
6. answer questions using and produce sentences containing the adverbial pronoun ***en***.
   e.g., ***Combien de frères as-tu? —J'en ai deux. Je n'en ai pas.***
7. use direct and indirect personal object pronouns as well as the adverbial pronouns ***y*** and ***en*** including sentences containing composite verbs.
   e.g., ***Veux-tu aller au cinéma? —Non, je ne veux pas y aller.***
   As-tu parlé à Jacques? —Oui, je lui ai parlé hier.
8. manipulate direct and indirect object pronouns ***y*** and ***en*** with the imperative mood in the affirmative and negative.
   e.g., ***Vas-y! Donne-moi le livre. Ne l'écoute pas. Prends-en!***
9. form sentences using the relative pronouns ***qui*** and ***que***.
   e.g., ***La fille qui est près de la porte s'appelle Marie. J'aime la robe que j'ai achetée hier.***

10. use regular verbs and a wider variety of irregular verbs found in the course content in the present, ***passé composé*** and future simple tenses as well as in the imperative mood.
    e.g., Change the present to the ***passé compose*** and the future.
    je vais ___ je suis allé ___ j'irai.
    je finis ____ j'ai fini ____ je finirai.
11. manipulate and use in responses and simple dialogue the imperfect tense of verbs known to date.
    e.g., ***Ils chantaient. Je finissais mes devoirs.***
12. manipulate and use in creative dialogue situations the present, ***passé composé***, future and imperfect tenses and the imperative mood of pronominal verbs.
    e.g., ***Ce matin, je me suis levé à sept heures. Repose-toi. Ne t'inquiète pas! Je m'habillerai bientôt. Il se rasait à huit heures tous les jours.***
13. report or formulate questions or statements derived from simple statements or directives such as:
    e.g., ***Demande-lui ce qu'il a dit. ___ Qu'est-ce que tu as dit? ___ J'ai dit que je n'aimais pas cette musique. ___ Il a dit qu'il n'aimait pas cette musique. Dis-lui de parler plus fort. ___ Parle plus fort!***
14. use the negative forms ***ne ___ jamais, ne ___ plus, ne ___ que, ne ___ personne*** and ***ne ___ rien*** in sentences with verb tenses learned to date.
    e.g., ***Qu'est-ce que tu as vu? — Je n'ai rien vu.***
    Qui parle? Je n'ai vu personne dans la salle.
15. create sentences using a variety of adverbs in their correct position.
    e.g., ***Est-ce que tu as visité Campbell River? — Oui, je l'ai déjà visité.***
    Veux-tu aller à la plage? — Non, je vais plutôt aller en ville.
16. use the preposition ***de*** following negative forms or adverbs of quantity with vocabulary known to date.
    e.g., ***Je n'ai jamais acheté de vin.***
17. use the appropriate prepositions (forms of ***à***, forms of ***de*** or ***en***) before names of cities, provinces and countries.
    e.g., ***Il habite à Chicago, aux Etats-Unis. Il est né en Saskatchewan.***
18. present dialogues and/or short oral reports on cultural or personal topics of interest.
    e.g., a favorite sport, recipe or vocation.

Objective: Reading

By the end of the Secondary French Program, students should be able to read in French with direct understanding for information and enjoyment.

Learning Outcomes

By the end of Level Three, the student should be able to:

1. read aloud or silently with comprehension, passages containing linguistic structures experienced at this level.
   e.g., magazines, readers, newspapers, literary excerpts.
2. pronounce with reasonable accuracy passages containing familiar linguistic structures and vocabulary.
3. respond in French to simple questions based on a passage.

4. respond in English to questions requiring a more in-depth comprehension of a passage.
5. paraphrase a reading passage in French.
6. illustrate a reading passage in another medium.
   e.g., role-playing, drama, art, etc.
7. initiate questions or statements based on a reading.
8. make inferences about unfamiliar linguistic structures and vocabulary while reading.
9. demonstrate an understanding of differences in life-styles where reflected in a reading passage.

Objective: Writing

By the end of the Secondary French Program, students should be able to write in a more sophisticated pattern of structures than can be expected in their French conversation.

Learning Outcomes

By the end of Level Three, the student should be able to:

1. express in writing, with necessary modifications according to the situation, the following concepts (with nouns or structures appropriate to this level): the partitive article, the gender and number of nouns, adjectives of quality and interrogative and demonstrative adjectives.
   e.g., ***du pain, de l'argent.***
   quels livres?
   cet homme, ces idées.
2. use adjectives of quality in their correct position in written work.
   e.g., ***une voiture blanche, une bonne idée.***
3. use emphatic pronouns (***pronom disjoint***), interrogative pronouns, direct and indirect object pronouns and the adverbial pronoun ***en*** in written work.
   e.g., ***Qui a fait ça? Lui ou elle?***
   Combien de frères avez-vous? —J'en ai trois.
4. distinguish between the relative pronouns ***qui*** and ***que*** in written form.
   e.g., ***Voilà Marianne qui arrive. Le garçon que je connais s'appelle Marc.***
5. use the preposition ***de*** after the following adverbs of quantity: ***beaucoup, trop, un peu, assez, tant, combien***.
   e.g., ***beaucoup de pommes, trop de travail.***
6. express in writing in a sentence ***-oir, -ir*** irregular verbs in the present indicative.
   e.g., ***savoir, dormir, partir.***
7. use all imperative forms of verbs studied to date.
   e.g., ***Asseyez-vous! Commencez! Continuons! Dépêche-toi!***
8. write with appropriate modifications the agreement of the past participle in the ***passé composé***.
   e.g., ***La voiture que j'ai achetée est rouge.***
   Elle est allée en ville.
   Nous nous sommes levé(e)s.
9. in writing select the present tense of the special construction ***venir de*** to indicate immediate past time.
   e.g., ***Je viens de le voir.***/I have just seen him.

10. use in writing the imperfect tense of all regular and irregular verbs learned to date.
    e.g., ***Autrefois, je jouais au tennis. Et elle? — Elle jouait au tennis très souvent.***
11. write the future tense of all regular verbs with necessary modifications.
    e.g., ***Tu te laveras. Elle écoutera. Ils choisiront. Elle viendra.***
12. identify the future tense forms of irregular verbs and use them in a sentence.
    e.g., ***Demain, il y (avoir) un match de football.***
    La semaine prochaine elle (faire) du ski.
    Samedi prochain nous (pouvoir) regarder le championnat.
13. start from direct speech and form reported speech using the new tenses introduced at this level and manipulating verb structures.
    e.g., ***Je viens.*** / ***Il dit qu'il vient.***
    Il dit qu'il viendra.
    Il dit qu'il est venu.
    Il a dit qu'il venait.
14. change the meaning of sentences by using these negative forms in all tenses studied to date: ***ne ___ jamais, ne ___ plus***.
    e.g., ***Il ne vient jamais. Louise ne jouait plus du piano.***
15. using subject-verb inversion, write questions beginning with ***où, quand, à quelle heure, pourquoi, combien, comment***.
    e.g., ***Pourquoi viens-tu ici? Pourquoi es-tu venu(e)? Où allait-il? A quelle heure seras-tu chez Simone?***
16. in writing use forms of the prepositions ***à*** or ***de*** with the definite article making the modifications required by number and gender.
    e.g., ***Je vais au cinéma. Il a acheté des disques. Je travaille à l'école.***
17. use the preposition ***de*** after a negative.
    e.g., ***Demain c'est samedi, alors je n'ai pas de travail.***
18. write forms of the prepositions ***à*** and ***de*** to denote possession.
    e.g., ***C'est à qui, ce crayon? — C'est à moi.***
    Voici la voiture de Jean.
19. demonstrate in writing the use of the correct preposition before towns, countries, seasons.
    e.g., ***Je vais à Montréal. Je viens de Trois-Rivières. Je vais faire le tour du monde: je vais d'abord aux Etats-Unis, ensuite au Japon, et en Chine, puis en France. Ce sont des voyageurs qui viennent de tous les pays du monde: de la Suisse, du Mexique, de l'Iran, des Antilles. En général, en Colombie Britannique, il fait beau en été, il pleut en automne, il fait froid en hiver et au printemps, il pleut.***
20. write sentences containing the preposition ***pour*** to indicate destination.
    e.g., ***Voici le train pour Paris.***

Cultural Goal

The Secondary French Program should enable students to develop an understanding of the values, customs and other elements of French language culture, particularly as experienced in Canada.

Objective

By the end of the Secondary French Program, students should be aware of and be able to describe in English or French activities of everyday existence in a French-Canadian or French family.

Learning Outcomes

By the end of Level Three, the student should be able to:

1. identify and describe in the target language the dates and characteristics of special ***fêtes***.
   e.g., ***le 24 juin; le 1er mai.***
2. identify and reproduce some vocabulary related to three of the following: letter writing, postal services, employment, professions, interviews, the restaurant, autobiography, international travel, automotive garage, buildings, fauna, birds, plants, specific sports, sports personalities, hobbies, musical instruments and driver's license.
   e.g., ordering a simple restaurant meal, applying for a summer job, writing a letter.
3. compare and contrast aspects of the above with respect to the student's environment and that of French-speaking peoples.
   e.g., Canadian and French restaurant meals, P.T.T. and B.C. Tel, national sports of France and Canada.

Objective

By the end of the Secondary French Program, students should be able to demonstrate knowledge of countries where French is a primary language of communication.

Learning Outcomes

By the end of Level Three, the student should be able to:

1. develop an expanded vocabulary of geo-political terminology.
   e.g., ***les cartes, le Québec et la France, les provinces, les capitales.***
2. reproduce orally and in writing simple vocabulary related to politics.
   e.g., ***le premier ministre, le président, les ministres, les députés, les conseillers municipaux.***

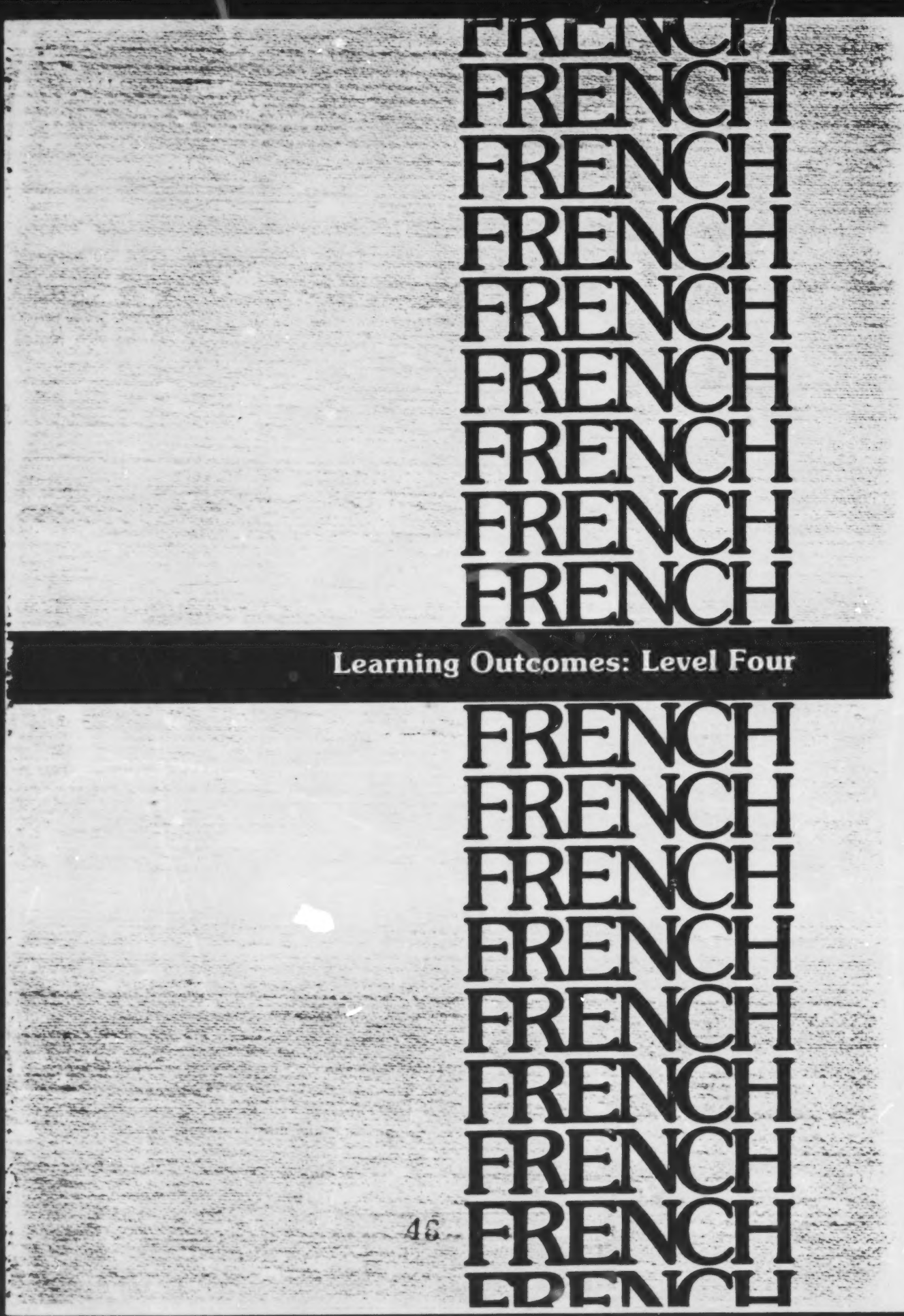
Objective

By the end of the Secondary French Program, students should improve communication skills through involvement in activities that reflect practices typical of French-speaking cultures.

Learning Outcomes

By the end of Level Three, the student should be able to:

1. develop listening skills by discriminating between sounds and patterns through exposure to French songs.
2. develop pronunciation skills through practices involving the singing of French songs.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Learning Outcomes

Attitudinal Goal (for all levels)

The Secondary French Program should enable students to develop a favorable feeling towards the French language and Francophone peoples throughout the world.

Objectives

Throughout the Secondary French Program, the student should:

- develop a desire to learn about the speakers of the French language.
- be aware of the role language serves in developing a good understanding of cross-cultural relationships in Canada and the world.
- derive a degree of satisfaction from the experience of studying French that results in a continuing involvement with the French language and French-speaking people outside the classroom and beyond the school curriculum.
- recognize the influence and contribution of French language and culture to Canadian and world civilization and to the arts.

Learning Outcomes

The following Student Learning Outcomes in the affective area represent a range of desirable outcomes only and offer a possible continuum of appropriate student behaviors. They have not been assigned to particular program levels. This is left to the discretion of the classroom teacher. These outcomes may be achieved in conjunction with, but not in isolation from, linguistic and cultural objectives and learning outcomes.

As a result of studying French:

1. students should (be aware of/recognize/be interested in/welcome) the presence of Francophones in Canada, their province and their community.
   e.g., by inviting French-speaking members of the community into the classroom.
2. students should (realize/recognize/be interested in/welcome/desire to improve/promote) the availability of French cultural materials in their community, their province and Canada.
   e.g., through displays of graphics, records, literature, magazines.
3. students should (tolerate/perceive/respect/be interested in/value) differences in cultural aspects between the French-Canadian or French way-of-life and their own.
   e.g., by cooking French dishes.
4. students should (be aware of/acknowledge/be sensitive to/be interested in/value) differences between the French or French-Canadian life-style and communication habits and their own.
   e.g., by role-playing to show differences in body language, gestures, volubility and reactions between the two cultures.
5. students should (show an interest in/desire to improve their/become actively involved in) learning the language by voluntarily using any French resource materials provided.
   e.g., through French books, games, cassettes from the Resource Centre.

6. students should (identify/respond to/promote) contacts made with the French-speaking members of their community and country.
   e.g., through interviews, phone conversations, letter writing.
7. students should (be aware of/acknowledge/develop an appreciation of) both the traditional and current contributions of French and French-Canadian artists to Canadian and world culture and the arts.
   e.g., through exposure to paintings, music, crafts.
8. students should (recognize a need/desire/initiate behavior/encourage fellow students) to help themselves to succeed in communicating in French.
   e.g., by seeking extra help and/or by continuing French at the next level.
9. students should (recognize/be interested in/enjoy/actively participate in) the music of French-speaking peoples.
   e.g., by listening to and singing French songs.
10. students should (be interested in developing/seek opportunities to improve/desire to master) the ability to write effectively in French.
    e.g., by voluntarily writing short stories, school newspaper articles and poems.
11. students should (be sensitive to/be concerned about/desire to be involved in) significant current political and social issues concerning French-speaking peoples throughout the world.
    e.g., through cross-cultural activities in Canada, cultural exchanges.
12. students should identify with the characteristics of the French culture they most admire.
    e.g., by role-playing, modelling a particular characteristic or a personality.
13. students should (recognize a need for/value/promote) good cross-cultural relationships between French-speaking and English-speaking people.
    e.g., by participating in an exchange program, writing a letter to the newspaper.
14. students should (be aware of/acknowledge/respect/value/admire) contributions to the historical and social development of Canada by French-speaking people.
    e.g., through research projects, interviews with elderly citizens.
15. students should (be aware of/be interested in/experience/identify with) routine events of daily life in a French-speaking culture.
    e.g., by role-playing, watching a French movie.
16. students should (show an awareness of/be actively involved with/identify with) problems associated with learning to speak English as a second language.
    e.g., by tutoring non-native speakers in English.

Linguistic Goal

The Secondary French Program should enable students to increase, within realistic limits, their ability to communicate effectively in French and, consequently, take advantage of vocational and leisure opportunities or meet post-secondary requirements.

Objective: Listening

By the end of the Secondary French Program, students should be able to understand the spoken language within the range determined by their linguistic experiences and areas of interest.

Learning Outcomes

By the end of Level Four, the student should be able to:

1. identify, differentiate between and demonstrate comprehension of the demonstrative pronouns: ***celui, celle, ceux, celles*** by responding orally to questions.
   e.g., ***Quel livre? Celui du professeur.***
   Celui qui est sur la table.
   Celui que j'ai lu.
2. identify, differentiate between and demonstrate comprehension of ***ce qui, ce que, dont, lequel*** and ***où***.
   e.g., by filling in the blanks. ***Je sais _____ (ce que, ce qui, dont, où) est sur la table.***
3. identify the present subjunctive and introductory phrases requiring the subjunctive.
   e.g., ***Croyez-vous qu'il vienne? Bien que nous allions . . .***
   Il veut que je parte!
4. differentiate between the forms of the present indicative and the present subjunctive and differentiate between the use of the present subjunctive and the present indicative.
   e.g., ***Il dit que je vais. Il veut que j'aille.***
5. demonstrate comprehension of use of the ***passé composé*** as opposed to use of the imperfect.
   e.g., by underlining the correct expression when read by the teacher.
   D'habitude, il (mangeait) (a mangé) chez Pierre. Il (mangeait) (a mangé) chez Pierre samedi dernier.
6. differentiate between forms of the present conditional, past conditional and pluperfect.
   e.g., ***j'aimerais/j'aurais aimé/j'avais aimé.***
7. demonstrate comprehension of the present conditional, past conditional and pluperfect.
   e.g., by giving English equivalents.
8. identify conditional clauses (future, present, past) introduced by ***si*** and differentiate between the respective use of each verb tense.
   e.g., ***Si je le vois, je lui parlerai. Si je le voyais, je lui parlerais. Si je l'avais vu, je lui aurais parlé.***

9. recognize the special use of the present indicative with ***depuis, il y a . . . que, voilà . . . que***.
   e.g., ***J'attends depuis midi. J'attends depuis quinze minutes.***
10. identify and differentiate the use of pronominal verbs in all the tenses known to date.
11. demonstrate comprehension of the comparative and superlative adverbs.
    e.g., match a statement to an appropriate picture.
12. demonstrate comprehension of the basic content of a sequential text or story or dialogue of a slightly higher level.
    e.g., by answering multiple choice questions in French.

Objective: Speaking

By the end of the Secondary French Program, students should be able to participate in conversations free from major vocabulary, grammatical and pronunciation errors within their linguistic experiences and areas of interest.

Learning Outcomes

By the end of Level Four, the student should be able to:

1. use in all appropriate situations the definite and indefinite article and demonstrate knowledge of special uses.
   e.g., ***Le petit Pierre est un bon élève. Monsieur le Président, je suis de votre avis.***
2. use adjectives in their correct form and position including further irregular forms in a broad range of sentences.
   e.g., ***C'était une belle jeune fille canadienne.***
3. produce sentences expressing ideas using the comparative and the superlative with adjectives familiar to the student including further irregular examples.
   e.g., ***Tu es pire que lui. Il est le pire des hommes de ma connaissance. Ce chemin est plus mauvais que l'autre. C'est le plus mauvais chemin de cette région.***
4. use all tenses learned so far with ease in sentences, and the direct and indirect object pronouns as well as the adverbial pronouns ***y*** and ***en*** in sentences having complementary infinitives.
   e.g., ***Les Duclos ne leur en ont pas parlé.***
   Je vais m'en occuper.
   L'avez-vous envoyé les y chercher?
5. use with ease the direct and indirect object pronouns as well as the adverbial pronouns ***y*** and ***en*** in the imperative mood both in the affirmative and negative.
   e.g., ***Arrachez-les-nous. Ne lui en empruntez pas. Montre-m'en.***
6. use the demonstrative pronouns in all situations.
   e.g., ***Je préfère celui-ci à ceux-là.***
   Celle-ci est plus intéressante que celles-là.
7. be able to respond using the relative pronouns ***(ce) qui, (ce) que, dont, où, lequel***.
   e.g., ***Qu'est-ce qui vous intéresse? — Ce qui m'intéresse, c'est la musique.***
8. use the interrogative pronouns in conversation.
   e.g., ***Montrez-moi vos exercices. — Lesquels?***
   Apportez-moi une cravate — Laquelle?

9. choose when answering questions and in simple dialogues between the regular verbs of the present indicative and the present subjunctive, and use some of the more common irregular verbs in the subjunctive mood such as ***aller, avoir, faire, pouvoir, savoir*** and ***vouloir***.
   e.g., ***Veux-tu que je finisse mes devoirs?***
   Il faut que je sache la réponse.
10. use in a wide range of sentences and in dialogues the imperfect tense in contrast to and in conjunction with the ***passé composé*** and the conditional tenses.
   e.g., ***Quel temps faisait-il hier quand vous êtes allé au parc?***
   Si j'avais le temps, je ferais mes devoirs.
11. produce sentences and responses using the present conditional tense.
   e.g., ***Qu'est-ce que vous voudriez, Madame? — Je voudrais une tasse de thé.***
   Si j'étais riche, je lui donnerais une auto.
12. respond to questions using the past conditional.
   e.g., ***Nous aurions donné de l'argent au mendiant s'il l'avait demandé.***
   Est-ce que tu l'aurais frappé? — Oui, je l'aurais frappé.
13. respond to questions using the pluperfect tense.
   e.g., ***A neuf heures j'avais déjà fini mon travail. Il était sorti de la maison quand je lui ai téléphoné.***
   Est-ce qu'il était déjà sorti de la maison? — Oui, il était déjà sorti.
14. respond to questions and/or use in creative dialogues conditional clauses introduced by ***si***.
   e.g., ***Si j'avais le temps, j'irais à Montréal. Elle ouvrirait les fenêtres, s'il faisait chaud. S'il vient, téléphonez-moi. S'il écrit, je lui répondrai. S'il venait, je le verrais. S'il était venu, je l'aurais vu.***
15. use the present and imperfect tenses of ***venir de*** in conversation.
   e.g., ***Je n'ai pas faim parce que je viens de manger. Je venais de terminer mon repas quand le téléphone a sonné.***
16. report or formulate questions and statements involving reported speech in present and past tenses.
   e.g., ***Quelle voiture est-ce qu'il a achetée? Il m'a dit qu'il avait acheté une Ford.***
   Qu'est-ce qu'il t'avait demandé? Il m'avait demandé ce que j'allais faire pendant les vacances.
17. use pronominal verbs in all tenses thus far studied and also in the imperative mood in both the affirmative and negative.
   e.g., ***Dites à Marie de se lever. Lève-toi, Marie.***
18. form adverbs and use a wide range of adverbs in sentences involving simple and compound tenses.
   e.g., ***Elle m'a demandé doucement d'écouter.***
   Je voudrais surtout aller à Paris.
   Je me suis souvent demandé ce que je ferais s'il m'attaquait.
19. use prepositions in a series in sentences and dialogues.
   e.g., ***Elle est allée faire des courses à l'épicerie, à la boulangerie et au marché.***
   J'ai apporté ces livres de Jean et de Pierre et je vais les donner à Paul et à Lionel.
20. discuss spontaneously and express personal opinions concerning topics of interest.
   e.g., ***Quoi de neuf?*** Discuss or debate social or school problems.

Objective: Reading

By the end of the Secondary French Program, students should be able to read in French with direct understanding for information and enjoyment.

Learning Outcomes

By the end of Level Four, the student should be able to:

1. read aloud or silently, with comprehension, passages containing the linguistic structures experienced at this level.
   e.g., magazines, newspapers, readers and a variety of literary excerpts.
2. pronounce with accuracy passages containing familiar linguistic structures and vocabulary.
3. respond in French to questions based on a passage.
4. paraphrase or summarize in French the content of a passage.
5. initiate questions or discussions in French about a passage.
6. make inferences about unfamiliar linguistic structures and vocabulary.
7. demonstrate an understanding of differences in life-styles and/or philosophies as reflected in a passage.
8. demonstrate an awareness of French-Canadian prose and poetry.
   e.g., identify authors, recognize Québécois songs, etc.
9. read with general comprehension passages that may include linguistic structures and vocabulary experienced beyond this level.
   e.g., prose, poetry, articles.

Objective: Writing

By the end of the Secondary French Program, students should be able to write in a more sophisticated pattern of structures than can be expected to be used in their French conversation.

Note: Given the shift in emphasis from oral to written skills at this level, it is suggested that Level 4 begin with a general and intensive review of all grammatical concepts learned in the preceding levels.

Learning Outcomes

By the end of Level Four, the student should be able to:

1. express in writing comparative and superlative adjectives with accuracy of placement and structure.
   e.g., ***Elle est plus grande que moi.***
   C'est la plus belle étudiante de la classe.
   C'est le garçon le plus intelligent de la classe.
2. write the irregular form ***meilleur*** in the comparative and superlative.
   e.g., ***C'est ma meilleure amie.***
   Il m'a donné le meilleur conseil possible.
3. differentiate and express in writing all direct and indirect object pronouns with special attention to third person singular and plural.
   e.g., ***Tu m'aimes. Elle lui parle. Je la leur donne. Il nous regarde.***

4. identify and write within structures appropriate to the level, the direct and indirect personal pronouns with correct positioning in affirmative and negative phrases.
   e.g., ***Je (ne) le voyais (pas) souvent. Ils (ne) les leur donneront (pas). Elle (ne) veut (pas) le rencontrer en ville. Tu (ne) me l'as (pas) donné.***
5. write the demonstrative pronouns within the context of a structure and with necessary modifications: ***celui, celle, ceux, celles, celui-ci, celui-là***.
   e.g., ***Quel livre préférez-vous? Celui-ci ou celui-là?***
   Ceux qui ne veulent pas y aller, vont rester sur place.
6. write the relative pronouns ***(ce) qui, (ce) que, dont, lequel*** within the context of a structure and with necessary modifications.
   e.g., ***Je ne sais pas ce qu'il fait. Ce qui m'énerve, c'est la pollution. La femme dont je parle est veuve. Le bureau sur lequel j'écris est en chêne.***
7. recognize situations requiring the subjunctive.
   e.g., After introductory expressions of wishing: ***vouloir que, désirer que;*** preference: ***il vaut mieux que, préférer que;*** and emotion: ***être triste que, heureux que, étonné que, fâché que;*** necessity: ***il faut que;*** doubt: ***douter que, croire que, penser que*** — negative and interrogative only — and after certain conjunctions and conjunctive phrases: ***pour que, afin que, avant que, quoique, bien que, sans que, à moins que, de peur que, de crainte que.***
8. write the correct present subjunctive form of regular and irregular verbs and pronominal verbs studied to date in sentences.
   e.g., ***Je veux que vous _____ (être) attentif.***
   Il faut que je _____ (partir).
   Il vaut mieux que tu t'en _____ (aller).
   Je ne crois pas qu'elle _____ (venir).
   Je parlerai lentement pour que vous _____ (pouvoir) comprendre.
9. use the present tense in structures with the preposition ***depuis***.
   e.g., ***Il est dentiste depuis longtemps.***
10. write the correct agreement of the past participle with ***avoir*** verbs, ***être*** verbs, pronominal reflexive and reciprocal verbs.
    e.g., ***La route que j'ai prise était mauvaise.***
    Hélène? Je l'ai vue ce matin.
    Nous sommes arrivé(e)s hier soir.
    Elle s'est lavée.
    Elles se sont lavé les mains.
11. distinguish between the use of the imperfect and ***passé composé*** in narration and description.
    e.g., Select the correct tense. ***Il (être) minuit. L'horloge (sonner) douze coups. Deux hommes qui (porter) un cadavre (sortir) du cimetière.***
12. write the present conditional form of regular and irregular verbs known to date.
13. write, making any necessary agreements, the past conditional and pluperfect tenses of all verbs known to date including pronominals.
14. recognize the correct tense to employ in ***si*** clauses.
    e.g., in a multiple choice or matching type question.
    Si vous vous en allez, je (pleurerai, aurais pleuré, pleurerais).
    Si vous le (voyez, voyiez, l'aviez vu), vous auriez été surpris.
    Si elle voyait le requin, elle (ne nagera pas, ne nagerait pas, n'aurait pas nagé).

15. write the transpositions involved in moving from direct to reported speech, with emphasis on use of the appropriate verb tenses.
    e.g., Question: ***As-tu fait cela?*** Response: ***Il m'a demandé si j'avais fait cela.***
    Question: ***Tu viendras chez moi?*** Response: ***Il m'a demandé si je viendrais chez lui.***
    Statement: ***Je ne danse pas. Il a annoncé qu'il ne dansait pas.***
16. using subject-verb inversion write questions beginning with ***où, quand, à quelle heure, pourquoi, combien, comment*** with all verb tenses learned to date.
    e.g., ***Pourquoi avait-il choisi ce livre-ci au lieu de celui-là?***
17. form adverbs.
    e.g., ***doux/doucement; pénible/péniblement.***
18. write adverbs in correct position with simple and compound verb tenses.
    e.g., ***Le fleuve coulait lentement. Elle dort bien. Il l'avait complètement oublié. Il mange peu.***
19. use in writing the comparative and superlative of adverbs studied to date.
    e.g., ***Il chante mieux que son frère. Elle court le plus vite. Elle parle le plus rapidement. Il dépense moins que moi mais elle, elle dépense le moins.***
20. recognize a situation in which prepositions must be repeated as in items in a series.
    e.g., ***Pour ses vacances, il est allé d'abord en France, ensuite en Espagne, puis au Maroc.***

Cultural Goal

The Secondary French Program should enable students to develop an understanding of the values, customs and other elements of French language culture, particularly as experienced in Canada.

Objective

By the end of the Secondary French Program, students should be aware of and be able to describe in English or French activities of everyday existence in a French-Canadian or French family.

Learning Outcomes

By the end of Level Four, the student should be able to:

1. identify and reproduce in context vocabulary related to at least three of the following topics: the newspaper, fashion, French or French-Canadian cuisine, menus, road-signs, directions, specific hobbies, musical instruments, student's community, the village, the city, the countryside ***(campagne)***.
   e.g., write a French want-ad for the school newspaper. Give in French a brief oral report on a student's hobby.
2. compare and contrast aspects of the above with respect to the student's environment and that of French-speaking peoples.
   e.g., preparing French meals, reading French newspapers.

Objective

By the end of the Secondary French Program, students should be able to demonstrate knowledge of countries where French is a primary language of communication.

Learning Outcome

By the end of Level Four, the student should be able to:

1. develop an expanded vocabulary of geo-political terminology.
   e.g., ***la francophonie, la Colombie Britannique, le Québec, Paris, les villes de Québec et Montréal.***

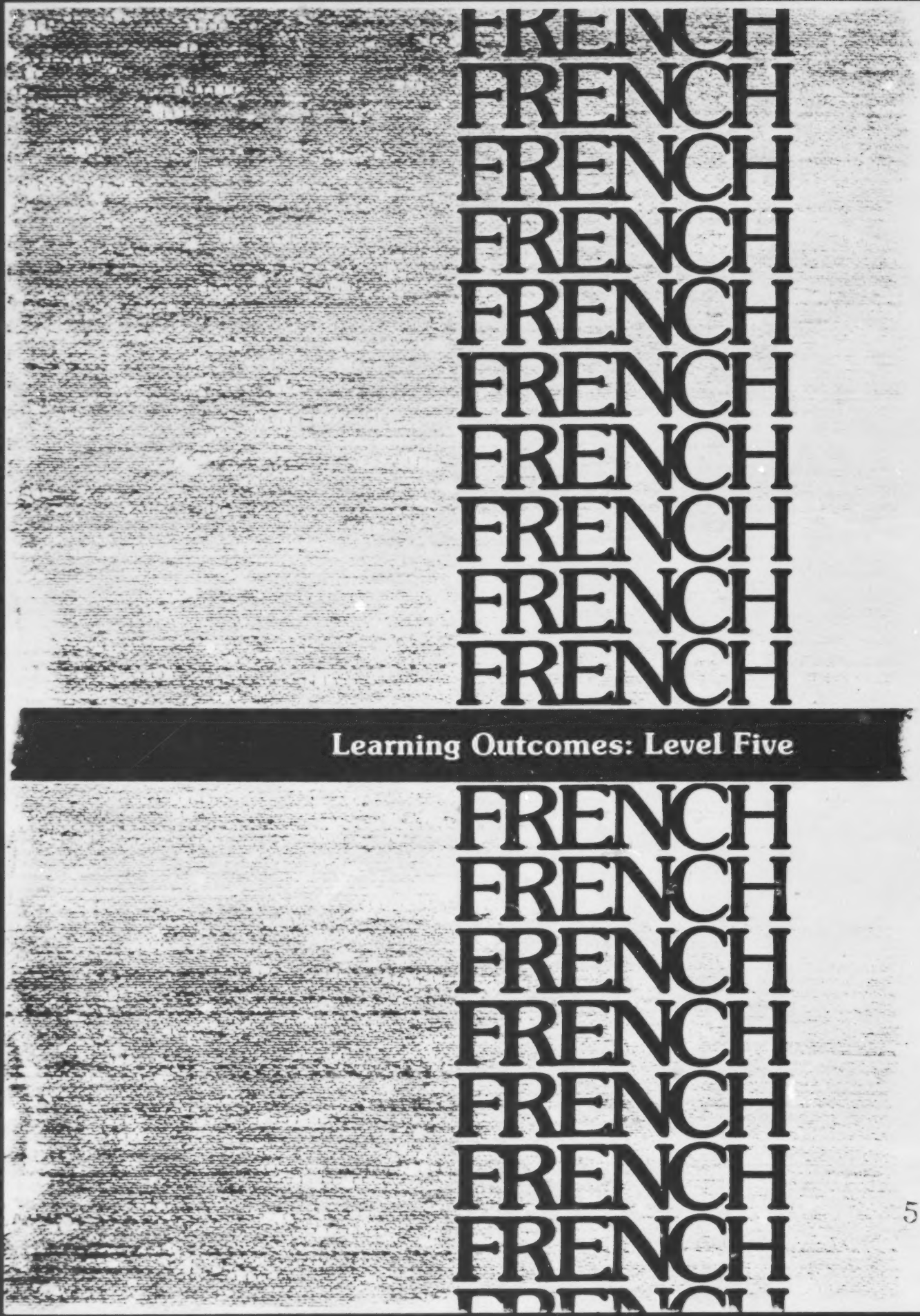
Objective

By the end of the Secondary French Program, students should improve communication skills through involvement in activities that reflect practices typical of French-speaking cultures.

Learning Outcomes

By the end of Level Four, the student should be able to:

1. develop listening skills by discriminating between sounds and patterns provided through exposure to French songs.
2. develop pronunciation skills through practices involving the singing of French songs.
3. recognize the existence of a French-language film and television industry.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Learning Outcomes: Level Five
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Learning Outcomes

Attitudinal Goal (for all levels)

The Secondary French Program should enable students to develop a favorable feeling towards the French language and Francophone peoples throughout the world.

Objectives

Throughout the Secondary French Program, the student should:

- develop a desire to learn about the speakers of the French language.
- be aware of the role language serves in developing a good understanding of cross-cultural relationships in Canada and the world.
- derive a degree of satisfaction from the experience of studying French that results in a continuing involvement with the French language and French-speaking people outside the classroom and beyond the school curriculum.
- recognize the influence and contribution of French language and culture to Canadian and world civilization and to the arts.

Learning Outcomes

The following Student Learning Outcomes in the affective area represent a range of desirable outcomes only and offer a possible continuum of appropriate student behaviors. They have not been assigned to particular program levels. This is left to the discretion of the classroom teacher. These outcomes may be achieved in conjunction with, but not in isolation from, linguistic and cultural objectives and learning outcomes.

As a result of studying French:

1. students should (be aware of/recognize/be interested in/welcome) the presence of Francophones in Canada, their province and their community.
   e.g., by inviting French-speaking members of the community into the classroom.
2. students should (realize/recognize/be interested in/welcome/desire to improve/promote) the availability of French cultural materials in their community, their province and Canada.
   e.g., through displays of graphics, records, literature, magazines.
3. students should (tolerate/perceive/respect/be interested in/value) differences in cultural aspects between the French-Canadian or French way-of-life and their own.
   e.g., by cooking French dishes.
4. students should (be aware of/acknowledge/be sensitive to/be interested in/value) differences between the French or French-Canadian life-style and communication habits and their own.
   e.g., by role-playing to show differences in body language, gestures, volubility and reactions between the two cultures.
5. students should (show an interest in/desire to improve their/become actively involved in) learning the language by voluntarily using any French resource materials provided.
   e.g., through French books, games, cassettes from the Resource Centre.

6. students should (identify/respond to/promote) contacts made with the French-speaking members of their community and country.
   e.g., through interviews, phone conversations, letter writing.
7. students should (be aware of/acknowledge/develop an appreciation of) both the traditional and current contributions of French and French-Canadian artists to Canadian and world culture and the arts.
   e.g., through exposure to paintings, music, crafts.
8. students should (recognize a need/desire/initiate behavior/encourage fellow students) to help themselves to succeed in communicating in French.
   e.g., by seeking extra help and/or by continuing French at the next level.
9. students should (recognize/be interested in/enjoy/actively participate in) the music of French-speaking peoples.
   e.g., by listening to and singing French songs.
10. students should (be interested in developing/seek opportunities to improve/desire to master) the ability to write effectively in French.
    e.g., by voluntarily writing short stories, school newspaper articles and poems.
11. students should (be sensitive to/be concerned about/desire to be involved in) significant current political and social issues concerning French-speaking peoples throughout the world.
    e.g., through cross-cultural activities in Canada, cultural exchanges.
12. students should identify with the characteristics of the French culture they most admire.
    e.g., by role-playing, modelling a particular characteristic or a personality.
13. students should (recognize a need for/value/promote) good cross-cultural relationships between French-speaking and English-speaking people.
    e.g., by participating in an exchange program, writing a letter to the newspaper.
14. students should (be aware of/acknowledge/respect/value/admire) contributions to the historical and social development of Canada by French-speaking people.
    e.g., through research projects, interviews with elderly citizens.
15. students should (be aware of/be interested in/experience/identify with) routine events of daily life in a French-speaking culture.
    e.g., by role-playing, watching a French movie.
16. students should (show an awareness of/be actively involved with/identify with) problems associated with learning to speak English as a second language.
    e.g., by tutoring non-native speakers in English.

Linguistic Goal

The Secondary French Program should enable students to increase, within realistic limits, their ability to communicate effectively in French and, consequently, take advantage of vocational and leisure opportunities or meet post-secondary requirements.

Objective: Listening

By the end of the Secondary French Program, students should be able to understand the spoken language within the range determined by their linguistic experiences and areas of interest.

Learning Outcomes

By the end of Level Five, the student should be able to:

1. identify and differentiate between ***ci*** and ***là*** when used with demonstrative adjectives.
   e.g., ***Ne prends pas ce livre-ci! Prends celui-là!***
2. identify indefinite adjectives.
   e.g., ***chaque, tout.***
3. identify and differentiate between the various forms of and demonstrate comprehension of possessive pronouns.
   e.g., by choosing the correct form among several. ***A qui est ce livre? — C'est _____ (le mien, la tienne, les vôtres).***
4. identify and differentiate between the various forms of and demonstrate comprehension of the interrogative pronouns ***lequel?*** and ***laquelle?***
   e.g., by underlining the correct expression when read by the teacher. ***J'ai vu un étudiant en ville. (Lequel/Laquelle)?***
5. identify, differentiate between the various forms of and demonstrate comprehension of demonstrative pronouns learned to date as well as ***ceci, cela (ça).***
6. identify and demonstrate comprehension of the indefinite pronouns ***chacun, tout, tout le monde, l'un . . . l'autre, quelqu'un, quelque chose, quiconque, n'importe qui, n'importe quoi, n'importe quel.***
   e.g., by giving English equivalents.
7. identify the present participle form of all verbs studied to date emphasizing ***étant, ayant, sachant*** and demonstrate comprehension of the use of the present participle.
   e.g., by selecting the equivalent French verb form.
8. identify the ***subjonctif passé*** and differentiate between its use and that of the ***passé composé***.
9. identify the ***passé simple*** when encountered and demonstrate comprehension of its use.
   e.g., by giving the ***passé composé*** equivalent.
10. recognize and demonstrate comprehension of the special use of the imperfect tense with ***depuis, venir de***.
    e.g., by giving English equivalents. ***Il attendait depuis quinze minutes quand l'autobus est arrivé.***

11. identify and demonstrate comprehension of ***faire causatif***.
    e.g., by paraphrasing a statement. ***La directrice demande à la secrétaire de taper une lettre. Elle fait taper une lettre.***
12. differentiate among verbs requiring the prepositions ***à*** and ***de*** or no preposition when followed by an infinitive.
13. identify reported speech introduced by the ***passé composé*** for a quoted statement, question or command.
    e.g., ***Il a dit qu'il allait signer un nouveau contrat.***
14. identify the future anterior and demonstrate comprehension of its use.
    e.g., by giving English equivalents.
15. recognize the special negative forms ***ne____ guère, ne____ ni____ ni, ne____ point, ne____ aucun.***
    e.g., by giving English equivalents.
16. demonstrate comprehension of the basic content of a sequential text or story or dialogue of a slightly higher level.
    e.g., by answering multiple choice questions in French.

Objective: Speaking

By the end of the Secondary French Program, students should be able to participate in conversations free from major vocabulary, grammatical and pronunciation errors within their linguistic experiences and areas of interest.

Learning Outcomes

By the end of Level Five, the student should be able to:

1. use the compound demonstrative adjectives ***ce . . . -ci, ce . . . -là*** correctly.
   e.g., ***Tu aimes ce dessin-ci ou ce dessin-là?***
2. manipulate and produce sentences using forms of the indefinite adjectives ***chaque, tout.***
   e.g., ***Tout homme doit se protéger contre le mal. Chaque enfant a reçu un cadeau de Noël.***
3. use all personal pronouns as well as the adverbial pronouns ***y*** and ***en*** in all types of sentences.
   e.g., ***Il me l'a achetée.***
   Il ne m'en a pas acheté.
   Demande-lui de ne pas le faire.
4. use orally the demonstrative pronouns ***ceci, cela, ça***.
   e.g., ***Je n'aime pas ça.***
   Cela m'étonne.
   Ceci est beaucoup trop facile.
5. use in conversation the relative pronouns ***(ce) qui, (ce) que, (ce) dont, où, lequel.***
   e.g., ***Dis-moi ce dont tu as besoin.***
   Le village dans lequel je voyageais était très petit.
6. manipulate and use in conversation the possessive pronouns ***le mien, le tien,*** etc.
   e.g., ***C'est ton stylo? — Oui, c'est le mien.***
   C'est le travail des enfants? — Oui, c'est le leur.
7. use orally the indefinite pronouns ***chacun, tout, n'importe qui,*** etc.
   e.g., ***Chacun pour soi. N'importe qui vous dira que vous avez tort.***

8. manipulate and use in sentences and original dialogues the present subjunctive when required.
   e.g., ***Elle veut qu'il le fasse.***
   Je suis contente qu'il vienne.
   Il est possible qu'elle comprenne les résultats.
9. use the present participle in sentences and orally.
   e.g., ***Voyant la porte ouverte, je suis entré.***
   En sortant de la bibliothèque, j'ai vu Marie.
10. create original sentences using regular and irregular verbs, reflexive and reciprocal pronominal verbs in the ***passé composé*** with appropriate changes in pronunciation of the past participle according to the agreement.
    e.g., ***Cette lettre, l'a-t-elle écrite?***
    Les bottes, où est-ce qu'elle les a mises?
11. read and pronounce correctly the ***passé simple*** when encountered in context.
    e.g., ***Hercule Poirot trouva la victime morte.***
    Ils furent les premiers.
12. use in all situations and without error the past conditional and pluperfect tenses.
    e.g., ***Elle aurait voulu le revoir.***
    Si j'avais volé dans un DC10, j'aurais eu peur.
    Qu'est-ce que tu aurais fait s'il avait plu?
13. use the imperfect and ***passé composé*** correctly.
    e.g., ***Elle faisait la vaisselle quand le téléphone a sonné.***
    Il pleuvait et le vent sifflait fort; j'avais hâte de rentrer.
14. use the preposition ***depuis*** correctly with the imperfect tense.
    e.g., ***Il souffrait de la grippe depuis trois jours.***
15. use correctly the prepositions ***à*** or ***de*** after high frequency verbs.
    e.g., ***Je m'amuse à jouer au tennis. Il commence à pleuvoir.***
    Il a peur d'y aller. Il a oublié de le faire.
16. use ***chercher, attendre, écouter, regarder, demander, payer*** when followed directly by a noun.
    e.g., ***Je cherche le livre. Il attend l'autobus.***
17. use the ***faire causatif***.
    e.g., ***J'ai fait venir le médecin.***
18. use the past infinitive.
    e.g., ***Après avoir quitté la maison, ils sont allés au cinéma.***
    Après être sortie avec lui, elle a décidé de le revoir.
19. use reported speech.
    e.g., ***Il dit qu'il ira.***
    Il a dit qu'il irait.
    Il avait dit qu'il serait allé.
20. use the following negative forms: ***ne ____ guère, ne ____ ni ____ ni, ne ____ point, personne ne, rien ne.***
    e.g., ***Je ne le vois guère.***
    Je n'ai vu ni lui ni son frère.
    Je ne l'aime point.
    Personne n'y va.
    Rien ne me plaît.
21. use the comparative and superlative of adjectives and adverbs.
    e.g., ***Il court le plus vite. Il joue le mieux. C'est la meilleure joueuse de tennis.***
    Cet étudiant est plus mauvais que celui-là. Hitler était le pire dictateur de ce siècle.

22. use the following prepositions and prepositional phrases followed by an infinitive: ***pour, afin de, de crainte de, sans, au lieu de, de peur de.***
e.g., ***De crainte de tomber, je ne suis pas monté dans la Tour Eiffel.***

Objective: Reading

By the end of the Secondary French Program, students should be able to read in French with direct understanding for information and enjoyment.

Learning Outcomes

By the end of Level Five, the student should be able to:

1. read aloud or silently, with comprehension, passages containing the linguistic structures experienced at this level.
e.g., magazines, newspapers, readers and a variety of literary excerpts.
2. pronounce with accuracy passages containing familiar linguistic structures and vocabulary.
3. respond in French to questions based on a passage.
4. paraphrase or summarize in French the contents of a passage.
5. initiate questions or discussions in French about a passage.
6. make inferences about unfamiliar linguistic structures and vocabulary.
7. demonstrate an understanding of differences in life-styles and/or philosophies as reflected in a passage.
8. discuss orally or in writing the content of selected passages by Canadian or French authors.
9. identify and discuss content studied through the reading of a variety of forms.
e.g., newspapers, magazines, prose, poetry, drama.
10. read with general comprehension passages that may include structures and vocabulary experienced beyond this level.
e.g., prose, poetry, articles and longer works such as short stories or novels.

Objective: Writing

By the end of the Secondary French Program, students should be able to write in a more sophisticated pattern of structures than can be expected in their French conversation.

Note: It is suggested that Level 5 begin with a general and intensive review of all grammatical concepts learned in the preceding levels.

Learning Outcomes

By the end of Level Five, the student should be able to:

1. use the indefinite adjectives ***chaque, tout, plusieurs, quelque*** correctly in a sentence.
e.g., ***Chaque femme doit faire de son mieux.***
2. write sentences in which the demonstrative pronouns ***ceci*** or ***cela*** may appear.
e.g., ***La musique électronique? — Cela me rend fou.***
Il m'a demandé d'écouter ceci.

3. express in writing **où** and **ce dont** in context.
   e.g., ***Les élèves ne comprennent pas ce dont vous avez parlé.***
   La maison où j'habite est hantée.
4. write sentences containing possessive pronouns.
   e.g., ***Est-ce que c'est votre livre? — Oui, c'est le mien.***
5. write sentences containing indefinite pronouns ***quelqu'un, chacun, tout le monde, tout.***
   e.g., ***Qui est ce monsieur? — C'est quelqu'un que je ne connais pas.***
   Est-ce que nous sommes tous là? — Oui, tout le monde est là.
6. use the interrogative pronouns ***lequel? /laquelle? /lesquels? /lesquelles?*** correctly in sentences.
   e.g., ***Voici trois photos. Laquelle vous paraît la plus nette?***
7. use the subjunctive correctly after superlative adjectives.
   e.g., ***Voilà la fille la plus intelligente que je connaisse. Ça c'est le meilleur vin que j'aie jamais bu.***
8. use the subjunctive correctly after these conjunctive phrases: ***pourvu que, à condition que, jusqu'à ce que, malgré que, de façon que, de manière que, de sorte que.***
   e.g., ***Le roi a donné la Normandie aux Vikings à condition qu'ils deviennent chrétiens.***
9. differentiate in writing the use of subjunctive and infinitive structures.
   e.g., ***Il faut partir. Il faut que nous partions.***
10. write the present infinitive structure that follows ***pour, afin de, de peur de, de crainte de, sans, au lieu de, avant de.***
    e.g., ***Les élèves ont travaillé de peur d'être punis.***
11. form the present participle and recognize its function as an adjective (with agreement) and as a verb form (without agreement).
    e.g., ***Voulez-vous une chambre avec eau courante?*** (adjective) ***J'ai vu vos deux fils courant dans la rue.*** (verb form)
    Une femme parlant quatre langues . . .
    En sortant de la bibliothèque, j'ai vu la fille aux yeux bleus.
12. write the agreement of the past participle in all compound tenses learned to date.
    e.g., ***Les lettres qu'il avait écrites.***
    Elle serait partie si on ne l'avait pas prévenue à temps.
    Ils se seraient couchés avant minuit si leur fille n'était pas rentrée si tard.
    Elles se sont lavé les cheveux.
13. distinguish the use of the ***passé composé***, pluperfect and imperfect tenses in a narrative passage.
    e.g., Fill in the blanks with the appropriate tense.
    Nous _____(décider) de faire des courses, donc nous _____(sortir) à pied. Je _____(vouloir) acheter la chemise que j' _____(remarquer) dans la vitrine d'un magasin récemment ouvert. Nous _____(traverser) la rue quand une voiture _____(s'arrêter) avec un grincement de freins. Une jeune fille _____(venir) de se jeter devant la voiture pour sauver son chat. Heureusement il n'y _____ (avoir) pas de blessés et nous _____(pouvoir) continuer notre chemin bien tranquillement.
14. select the imperfect tense in structures with ***depuis*** and ***venir de*** to express the equivalent of the pluperfect meaning in English.
    e.g., ***Il était professeur depuis trois ans.*** He had been a teacher for three years.
    Il venait d'acheter une maison. He had just bought a house.

15. place all personal pronouns and the adverbial pronouns ***y*** and ***en*** in their correct place in the imperative mood.
    e.g., ***Donne-m'en! Apportez-les-lui! Ne t'y repose pas!***
    Ne me le dites pas. Ne m'en donne pas! Ne les lui apportez pas!
16. write the appropriate forms of the future indicative after the following conjunctions and conjunctive phrases: ***quand, lorsque, dès que, aussitôt que, tant que***.
    e.g., ***Lorsque je serai de retour, je te téléphonerai.***
    Quand midi sonnera elle aura fini.
17. manipulate the tense sequences most usually used in ***si*** clauses.
    i.e.,

Si clause tense	Tense of Result/Conclusion
Present	Future
Imperfect	Conditional
Pluperfect	Past Conditional

    e.g., ***S'il vient, je sortirai.***
    S'il venait, je sortirais.
    S'il était venu, je serais sorti.
18. compare and contrast the use of the verb ***devoir*** to explain the idea of necessity or compulsion, with its English equivalents, then use it in the appropriate verb tense in a French sentence.
    e.g., You are to leave
    You must leave _____ ***Vous devez partir.***
    You are supposed to leave
    You had to leave _____ ***Vous avez dû partir.***
    You should leave _____ ***Vous devriez partir.***
    You ought to leave
    You should have left
    You must have left _____ ***Vous auriez dû partir.***
    You were to leave _____ ***Vous deviez partir.***
19. identify verbs followed by the prepositions ***à*** and ***de*** and those with no preposition before an infinitive complement.
    e.g., ***J'aime manger.***
    Je l'ai invitée à danser.
    Il a oublié de faire des dévotions.
20. use ***penser à*** or ***penser de*** according to meaning, i.e., thought or opinion.
    e.g., ***Il pense à sa petite amie.***
    Qu'est-ce que tu penses de la musique moderne?
21. identify verbs that do not require a preposition in French although they do in English.
    e.g., ***Je cherche mon stylo.*** I'm looking for my pen.
22. identify negative forms appropriate to this level.
    e.g., ***Je n'ai rien vu.***
    Il n'a vu personne.
23. distinguish the function of common irregular adjectives and adverbs ***meilleur*** or ***mieux, bon*** or ***bien, mauvais*** or ***mal*** correctly in a sentence.
    e.g., ***C'est un bon élève, il travaille bien.***

24. make the necessary structural changes when transferring from direct to reported speech in situations involving statements, questions and commands.

STATEMENT

e.g., Direct Speech	Reported Speech
J'ai fait ça.	*Il a annoncé qu'il avait fait cela.*
Je suis fatiguée.	*Elle a dit qu'elle était fatiguée.*
Je serai médecin.	*Il a expliqué qu'il serait médecin.*

QUESTION

e.g., Direct Speech	Reported Speech
Est-ce que tu viens?	*Elle lui a demandé s'il venait.*
As-tu perdu tes clefs?	*Il m'a demandé si j'avais perdu mes clefs.*
Qu'est-ce que tu fais?	*Elle m'a demandé ce que je faisais.*
Qu'est-ce qui se passe?	*Il voulait savoir ce qui se passait.*
Que fera-t-elle?	*Ils nous ont demandé ce qu'elle ferait.*

COMMAND

e.g., Direct Speech	Reported Speech
Viens chez moi.	*Elle m'a ordonné d'aller chez elle.*
Ne t'arrête pas.	*Il lui a dit de ne pas s'arrêter.*
Ne mangez pas.	*Elle m'a défendu de manger.*
Prends le mien.	*Tu m'as dit de prendre le tien.*
Apportez-m'en.	*Il nous a demandé de lui en apporter.*

Cultural Goal

The Secondary French Program should enable students to develop an understanding of the values, customs and other elements of French languag culture, particularly as experienced in Canada.

Objective

By the end of the Secondary French Program, students should be aware of and be able to describe in English or French activities of everyday existence in a French-Canadian or French family.

Learning Outcomes

By the end of Level Five, the student should be able to:

1. recognize the significance of literature in the life of the French-speaking peoples.
   e.g., La Fontaine's fables.
2. compare and contrast a few significant works of French literature.
   e.g., Identify the characters of a play. Memorize some poetry.
3. recognize the importance of art in the life of French-speaking peoples.
   e.g., The ***artisanat*** of Québec, the architecture and museums of France, films and television as art forms.

Objective

By the end of the Secondary French Program, students should be able to compare and contrast the various patterns of social behavior and organization found in French-speaking cultures with those of their own culture.

Learning Outcomes

By the end of Level Five, the student should be able to:

1. compare and contrast aspects of life in French-speaking societies with respect to the student's environment.
   e.g., The importance of HOME to the French. The ***joie de vivre*** of French-Canadians.
2. develop an awareness of the importance of history in the life of French-speaking peoples.
   e.g., How the French are surrounded by history.
   In Québec, the significance of ***Je me souviens*** and other historical mottos.

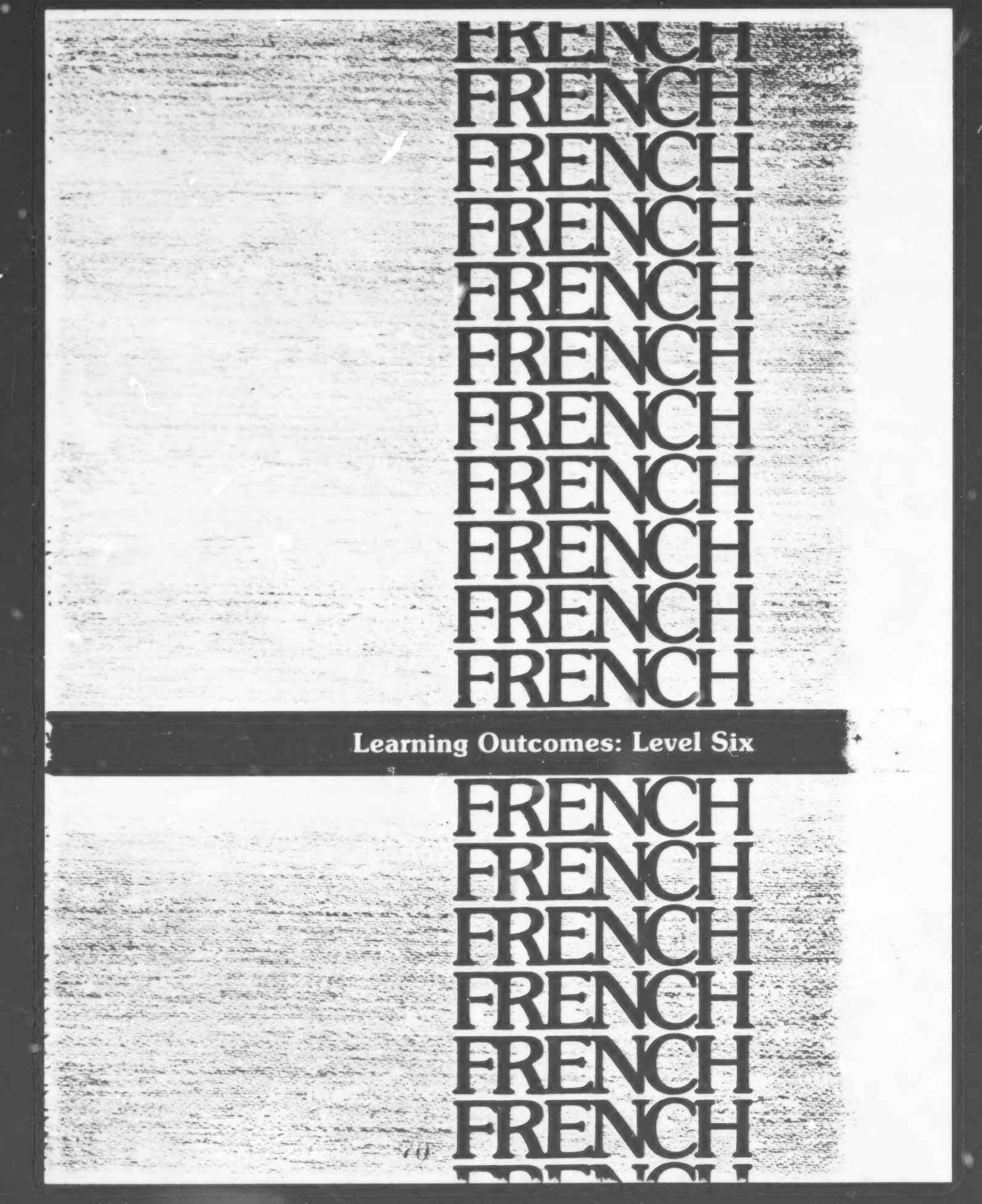
Objective

By the end of the Secondary French Program, students should have improved communication skills through involvement in activities that reflect practices typical of French-speaking cultures.

Learning Outcome

By the end of Level Five, the student should be able to:

1. recognize the role of the ***chansonniers*** and their songs in the life of the French-speaking peoples.
   e.g., Vigneault, Charlebois, Aznavour, Leclerc.
   Gens du Pays, Mon Pays.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Learning Outcomes: Level Six
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Learning Outcomes

Introduction

Level 6 is designed to meet the needs of students wishing to continue French after Level 5. For districts where Level 5 is taught in Grade 11, Level 6 may then be offered to students desiring a French course in Grade 12 as an additional credit course at the Grade 12 level.

Students selecting Level 6 may do so either for possible advanced university credit or for enjoyment and personal development. While the learning outcomes meet the needs of both groups of students, students working towards advanced placement may be assigned extra work, particularly in English-French translation and composition.

Attitudinal Goal (for all levels)

The Secondary French Program should enable students to develop a favorable feeling towards the French language and Francophone peoples throughout the world.

Objectives

Throughout the Secondary French Program, the student should:

- develop a desire to learn about the speakers of the French language.
- be aware of the role language serves in developing a good understanding of cross-cultural relationships in Canada and the world.
- derive a degree of satisfaction from the experience of studying French that results in a continuing involvement with the French language and French-speaking people outside the classroom and beyond the school curriculum.
- recognize the influence and contribution of French language and culture to Canadian and world civilization and to the arts.

Learning Outcomes

The following Student Learning Outcomes in the affective area represent a range of desirable outcomes only and offer a possible continuum of appropriate student behaviors. They have not been assigned to particular program levels. This is left to the discretion of the classroom teacher. These outcomes may be achieved in conjunction with, but not in isolation from, linguistic and cultural objectives and learning outcomes.

As a result of studying French:

1. students should (be aware of/recognize/be interested in/welcome) the presence of Francophones in Canada, their province and their community.
   e.g., by inviting French-speaking members of the community into the classroom.
2. students should (realize/recognize/be interested in/welcome/desire to improve/promote) the availability of French cultural materials in their community, their province and Canada.
   e.g., through displays of graphics, records, literature, magazines.
3. students should (tolerate/perceive/respect/be interested in/value) differences in cultural aspects between the French-Canadian or French way-of-life and their own.
   e.g., by cooking French dishes.
4. students should (be aware of/acknowledge/be sensitive to/be interested in/value) differences between the French or French-Canadian life-style and communication habits and their own.
   e.g., by role-playing to show differences in body language, gestures, volubility and reactions between the two cultures.
5. students should (show an interest in/desire to improve their/become actively involved in) learning the language by voluntarily using any French resource materials provided.
   e g., through French books, games, cassettes from the Resource Centre.

6. students should (identify/respond to/promote) contacts made with the French-speaking members of their community and country.
   e.g., through interviews, phone conversations, letter writing.
7. students should (be aware of/acknowledge/develop an appreciation of) both the traditional and current contributions of French and French-Canadian artists to Canadian and world culture and the arts.
   e.g., through exposure to paintings, music, crafts.
8. students should (recognize a need/desire/initiate behavior/encourage fellow students) to help themselves to succeed in communicating in French.
   e.g., by seeking extra help and/or by continuing French at the next level.
9. students should (recognize/be interested in/enjoy/actively participate in) the music of French-speaking peoples.
   e.g., by listening to and singing French songs.
10. students should (be interested in developing/seek opportunities to improve/desire to master) the ability to write effectively in French.
    e.g., by voluntarily writing short stories, school newspaper articles and poems.
11. students should (be sensitive to/be concerned about/desire to be involved in) significant current political and social issues concerning French-speaking peoples throughout the world.
    e.g., through cross-cultural activities in Canada, cultural exchanges.
12. students should identify with the characteristics of the French culture they most admire.
    e.g., by role-playing, modelling a particular characteristic or a personality.
13. students should (recognize a need for/value/promote) good cross-cultural relationships between French-speaking and English-speaking people.
    e.g., by participating in an exchange program, writing a letter to the newspaper.
14. students should (be aware of/acknowledge/respect/value/admire) contributions to the historical and social development of Canada by French-speaking people.
    e.g., through research projects, interviews with elderly citizens.
15. students should (be aware of/be interested in/experience/identify with) routine events of daily life in a French-speaking culture.
    e.g., by role-playing, watching a French movie.
16. students should (show an awareness of/be actively involved with/identify with) problems associated with learning to speak English as a second language.
    e.g., by tutoring non-native speakers in English.

Linguistic Goal

The Secondary French Program should enable students to increase, within realistic limits, their ability to communicate effectively in French and, consequently, take advantage of vocational and leisure opportunities or meet post-secondary requirements.

Objective: Listening

By the end of the Secondary French Program, students should be able to understand the spoken language within the range determined by their linguistic experiences and areas of interest.

Learning Outcomes

By the end of Level Six, the student should be able to:

1. identify the special uses of the definite articles.
   e.g., ***le docteur Martin; le lundi.***
2. identify cases of omission of the indefinite articles as used in English.
   e.g., ***Je suis pilote. Keremeos, petite ville de Colombie Britannique.***
3. identify special uses of the partitive article.
   e.g., ***bien des fois.***
   La plupart des étudiants sont . . .
   Ce n'est pas du beurre.
4. differentiate between the meanings of certain adjectives of quality according to position.
   e.g., ***mon cher ami; ce chapeau cher.***
5. differentiate between the use if ***il*** and ***ce*** before ***être***.
   e.g., ***Il est impossible de partir. C'est impossible.***
6. identify and demonstrate comprehension of the adverbial pronouns ***y*** and ***en*** in special cases.
   e.g., by answering questions in French. ***Est-ce que tu réponds à la lettre?***
   — Oui, j'y réponds.
7. identify and demonstrate comprehension of all relative pronouns studied to date including ***(tout ce) qui*** and ***(tout ce) que***.
   e.g., by giving English equivalents.
8. identify and demonstrate comprehension of all indefinite pronouns learned to date including ***n'importe qui, n'importe lequel, n'importe quoi***.
   e.g., by giving English equivalents.
9. identify all common introductory phrases requiring the subjunctive.
   e.g., ***attendre que.***
10. identify special uses of the subjunctive.
    e.g., ***Vive le Roi! Qu'il attende.***
11. identify the past anterior and demonstrate comprehension of its use.
    e.g., by giving pluperfect equivalents.
12. identify and demonstrate comprehension of the passive voice in all tenses.
    e.g., by restating the sentence in the active voice.

13. identify verbs that take indirect objects and ***de*** before an infinitive.
    e.g., ***Je lui ai défendu de partir.***
14. identify verbs having a thing as a direct object and a person as an indirect object.
    e.g., ***Je lui ai emprunté sa bicyclette.***
15. identify the position of negative forms when used with the infinitive.
    e.g., ***Je lui ai dit de ne pas sortir.***
16. identify the use of inversion after ***peut-être, aussi, à peine ___ que***.
    e.g., ***Peut-être est-il déjà parti?***
    A peine fut-il sorti que la maison s'écroula.
17. identify and differentiate between ***de*** and ***par*** as prepositions of agent after a passive.
    e.g., ***Ce roman a été écrit par un Russe. Elle était aimée de tous.***
18. identify the verb structure that follows the preposition ***après***.
    e.g., ***Après être parti . . .***
19. identify and differentiate formally among the uses of the preposition ***pour*** indicating goal, cause and consequence.
    e.g., ***Il est parti pour Kelowna. Il travaille pour gagner de l'argent. Les voisins ont puni leur fils pour avoir cassé notre fenêtre.***
20. identify and differentiate between the following when used as prepositions and as conjunctions: ***après/après que; avant/avant que; depuis/depuis que; jusqu'à/jusqu'à ce que.***
    e.g., ***jusqu'à dimanche; jusqu'à ce que vous veniez.***
21. demonstrate comprehension of the basic content of a sequential text, story or dialogue of a slightly higher level.
    e.g., by answering multiple choice questions in English.

Objective: Speaking

By the end of the Secondary French Program, students should be able to participate in conversations free from major vocabulary, grammatical and pronunciation errors within their linguistic experiences and areas of interest.

Learning Outcomes

By the end of Level Six, the student should be able to:

1. use the definite article appropriately in all situations.
   e.g., Date — ***J'y vais le 30 avril.***
   Habit — ***J'y allais le dimanche.***
   Repetition — ***Le papier et les livres sont sur la table.***
   Titles — ***Hier, j'ai vu le docteur Smith.***
   Generalizations — ***Les pommes sont bonnes pour la santé.***
   Omissions — ***Je ne parle pas français.***
2. use the indefinite article appropriately in all situations.
   e.g., ***Il est médecin. C'est un médecin.***
   Cassiar, ville isolée.
3. use the partitive article appropriately in all situations.
   e.g., ***Ils ont vu des jeunes filles.***
   J'ai choisi de belles fleurs.
   Ce n'est pas du beurre.
   Il a vu le film bien des fois.
   La plupart des élèves ont vu l'accident.
   La plupart du temps il ne fait rien.

4. apply certain generalizations about the gender of nouns according to meanings and endings.
   e.g., Sciences are usually feminine: ***la chimie, la biologie, les mathématiques.***
   Nouns ending in ***-tion*** are usually feminine: ***la nation, la ration.***
   Nouns ending in ***-eau*** are usually masculine: ***le chapeau, le drapeau.***
   Nouns ending in ***-ème*** are usually masculine: ***le poème, le thème.***
5. use and manipulate adjectives of quality that change meaning according to their position before or after the noun.
   e.g., ***C'est mon ancien professeur de français. C'est un bâtiment ancien.***
   C'est ma propre maison. C'est une maison propre.
6. use all forms of adjectives.
7. use either ***il est*** or ***c'est*** where appropriate.
   e.g., ***C'est aujourd'hui mardi. Ce sera demain mercredi.***
   Quelle heure est-il? — Il est neuf heures.
   C'est difficile. Il est difficile de faire ce travail.
   Partir, c'est mourir un peu.
8. use ***tout ce qui*** and ***tout ce que***.
   e.g., ***Tout ce qui se passe n'est pas bon.***
   Il a mangé tout ce que j'ai mis sur l'assiette.
9. use in context the indefinite pronouns ***chacun, tout, tout le monde, l'un ... l'autre, quelqu'un, quelque chose, quiconque, n'importe qui, n'importe lequel, n'importe quoi.***
   e.g., ***Quelque chose de bon lui est arrivé. N'importe qui vous dira la vérité.***
   Choisissez n'importe lequel. Quiconque ne travaille pas sera puni.
10. use the subjunctive mood as opposed to the indicative in all appropriate situations.
    e.g., ***Je crois qu'il peut venir. Je ne crois pas qu'il puisse venir.***
    Je voudrais un mari qui sache faire de la cuisine.
    Il est possible que nous partions demain.
    Je fais le ménage avant que ma belle-mère vienne nous visiter.
11. use the ***subjonctif passé*** in high frequency situations.
    e.g., ***Je suis contente que tu sois venu.***
    C'est le plus bel homme que j'aie jamais vu.
12. use the appropriate construction in French to translate the ". . .ing" of English constructions.
    e.g., ***En me promenant j'ai rencontré des amis.***
    Il est sorti en sifflant une chanson populaire.
    Voir c'est croire.
    J'aime danser et jouer au tennis.
    Avant de traverser la rue, j'ai regardé dans les deux directions.
    Il y avait une croix suspendue au mur.
    Le chat était couché par terre.
13. use the imperfect tense when appropriate.
    e.g., ***Quand il était jeune, il habitait au Québec.***
    Quand il est arrivé, les autres invités étaient en train de manger.
    Il a dit qu'il allait au cinéma.
14. use the future anterior tense in all situations including those requiring conjunctions or conjunctive phrases ***lorsque, dès que, quand, aussitôt que, après que***.
    e.g., ***Quand elle arrivera, j'aurai fini le ménage.***
15. use the passive voice.
    e.g., ***Le bâtiment a été construit en 1750.***
    Est-ce que tous les billets ont été vendus?
    Le dîner sera servi à huit heures.

16. use common constructions that avoid the passive voice.
    e.g., ***On parle français ici.***
    Un gâteau se fait avec des oeufs.
    Ça se voit.
17. use the verb ***devoir*** in various tenses according to the meaning desired.
    e.g., ***Je dois étudier.*** (have to, supposed to)
    Nous devions. (had to, were to)
    Ils ont dû abandonner la maison. (had to)
    Elle devrait consulter un médecin. (should)
    Elle aurait dû consulter un médecin. (should have, must have)
    Elle doit avoir une robe qui vous ira. (probably has)
18. construct sentences using verbs that take ***à*** before an indirect object and ***de*** before an infinitive.
    e.g., ***J'ai promis à mon père de rentrer avant minuit.***
    Il a téléphoné au médecin de venir tout de suite.
19. construct sentences using verbs that take a direct object followed by a person as the indirect object.
    e.g., ***J'ai acheté des fleurs à mon ami.***
    Le curé a pardonné le péché au jeune homme.
20. construct sentences inverting the verb after ***à peine, aussi, peut-être***.
    e.g., ***Peut-être acceptera-t-il l'invitation.***
    A peine était-il parti que j'ai appelé.
21. differentiate between situations requiring either a preposition or a conjunction.
    e.g., ***Le professeur donne des explications pour que les étudiants comprennent.***
    Les étudiants écoutent les explications du professeur pour comprendre.
    A cause de la pluie, j'ai fermé les fenêtres.
    Parce qu'il pleuvait, j'ai fermé les fenêtres.
22. discuss literary and cultural themes dealt with in class.
    e.g., ***L'impressionisme.***
    Le théâtre québécois.
    Les chansonniers québécois.

Objective: Reading

By the end of the Secondary French Program, students should be able to read in French with direct understanding for information and enjoyment.

Learning Outcomes

By the end of Level Six, the student should be able to:

1. read aloud or silently, with comprehension, selected passages.
   e.g., magazines, newspapers and a variety of literary excerpts.
2. read aloud and pronounce with accuracy a variety of passages containing both familiar and unfamiliar vocabulary.
3. respond in French to questions based on passages read.
4. paraphrase and summarize in French the content of a passage or literary work.
5. initiate questions and discussions in French about an excerpt read.
6. make inferences about unfamiliar linguistic structures and vocabulary.

7. demonstrate an understanding of differences in life-styles and/or philosophies as reflected in an excerpt.
8. discuss orally or in writing the content of selected excerpts by Canadian and French authors.
9. discuss orally or in writing the characteristics of plot, character development and main ideas of selected prose, drama and poetry.
10. read longer works with comprehension.
    e.g., short stories, novels, plays.

Objective: Writing

By the end of the Secondary French Program, students should be able to write in a more sophisticated pattern of structures than can be expected in their French conversation.

Note: The emphasis in Level 6 is largely on written skills.

Learning Outcomes

By the end of Level Six, the student should be able to:

1. write in French, free of major vocabulary and grammatical error, a passage of 250 words on a general or specific literary topic, chosen from the literature component for this level as identified in the Resource Book.
2. translate from English to French a continuous passage of 200 words dealing with all major linguistic structures indicated below.
3. use the definite and indefinite articles correctly in constructions with nouns in:
   apposition
   e.g., ***Jean, le fils de notre voisin, est parti à la marine. Jacques Dupont, étudiant en droit, habite Vancouver.***
   names of languages
   e.g., ***Le français est une langue claire et simple. Je ne parle pas chinois.***
   dates
   e.g., ***le lundi, 25 juin 1980.***
   a general sense
   e.g., ***Le travail ne fatigue personne. Ce qui fatigue c'est l'oisiveté, mère de tous les vices.***
   days of the week
   e.g., ***Vendredi, j'ai rendez-vous chez le dentiste. Je vais toujours à la piscine le vendredi.***
   titles
   e.g., ***Demain, j'irai voir le docteur Morin. Le premier ministre Diefenbaker est allé visiter la Colombie Britannique.***
4. write the partitive article correctly in the following situations:
   de instead of ***des*** when an adjective appears before a plural noun.
   e.g., ***Nous avons passé de bons moments ensemble.***
   des instead of ***de*** when the plural noun and preceding adjective are considered an entity.
   e.g., ***Ils ont vu des jeunes gens sur la Place des Arts.***
   Il y a des jeunes filles dans la classe.
5. place the adjective of quality correctly according to meaning and emphasis.
   e.g., ***Une chère amie. Une voiture chère. La semaine prochaine. Le prochain poste de police-secours. Il a fait d'énormes efforts.***

6. distinguish between the use of ***il est*** and ***c'est***.
   e.g., ***Il est facile d'apprendre le français? — Oui, c'est facile.***
7. use relative pronouns ***(tout ce) qui*** and ***(tout ce) que*** correctly.
   e.g., ***Tout ce que vous dites me fait peur.***
   Tout ce qui brille n'est pas or.
8. use all forms of the following indefinite pronouns: ***chacun, tout, tout le monde, l'un ___ l'autre, quelqu'un, quelque chose, quiconque, n'importe qui, n'importe quoi, n'importe lequel.***
9. form the past or present subjunctive in any structure requiring them.
   i.e., differentiate between the use of the subjunctive and the indicative according to whether a statement is hypothetical, subjective or factual.

e.g., INDICATIVE	SUBJUNCTIVE
Je crois qu'il est menteur.	***Je ne crois pas qu'il soit menteur.*** (subjective)
C'est le plus grand bâtiment qu'on a construit. (fact)	***C'est le plus grand bâtiment qu'on ait construit.*** (hypothesis)

10. differentiate between the use of the subjunctive and the indicative in relative clauses in which there is some doubt or denial of the existence or attainability of the antecedent.

e.g., INDICATIVE	SUBJUNCTIVE
Vous avez un ami qui est très au courant des résultats sportifs.	***Avez-vous un ami qui soit au courant des résultats sportifs?***
J'ai un domestique qui sait tout faire.	***Je cherche un domestique qui sache tout faire.***

11. distinguish between impersonal phrases followed by the subjunctive and those followed by the indicative.
    e.g., ***Il est certain qu'il viendra.***
    Il est possible qu'il vienne.
    Il est évident que deux et deux font quatre.
    Il est impossible que vous soyez à l'heure.
    Il est probable qu'il a compris.
    Il est peu probable qu'il ait compris.
12. identify the use of the subjunctive after the concessive constructions: ***qui que, quoi que, où que, quel (les) que, si ___ que.***
    e.g., ***Qui que ce soit, il ne peut pas entrer.***
    Quoi que vous disiez, je ne vous croirai pas.
    Où que vous alliez, je vous suivrai.
    Quels que soient vos problèmes, il faut les surmonter.
    Si riche qu'il soit, il doit obéir aux lois.
13. use the subjunctive alone or after the relative pronoun ***que*** to express a wish or a third person command.
    e.g., ***Vive la République!***
    Vive la Reine!
    Qu'ils le fassent immédiatement.
14. recognize the conditions in which a conjunction and subjunctive structure are appropriate and those in which a preposition and infinitive structure are necessary.
    e.g., ***Je veux débarrasser la table avant que les autres viennent.***
    Je veux débarrasser la table avant de les voir.
    Parlez lentement pour que je puisse comprendre.
    Je vais écouter attentivement pour comprendre ce qu'il dit.

15. identify when to use a present participle in French when translating from English and when to use an alternative construction.
    e.g., He went out slamming the door. ***Il est sorti en claquant la porte.*** As he talked, he rolled a cigarette. ***Tout en parlant, il roulait une cigarette.*** We spent three hours playing cards. ***Nous avons passé trois heures à jouer aux cartes.*** We saw him arriving. ***Nous l'avons vu arriver.*** There's Mark cleaning the car. ***Voilà Marc qui nettoie la voiture.*** Before starting we checked the oil. ***Avant de partir nous avons vérifié l'huile.***
16. write the past participle correctly in the following situations with all compound tenses:
    with pronominal verbs such as ***se rendre compte de, se souvenir de, s'échapper de, se douter de, s'apercevoir de, se tromper de***.
    e.g., ***Elles se sont souvenues de leur jeunesse. Nous nous sommes échappé(e)s de prison. Elles se sont doutées de ses intentions.***
    when using the adverbial pronoun ***en***.
    e.g., ***Des chemises? J'en ai acheté.***
17. distinguish between the use of the imperfect to describe a state of being in the past and the ***passé composé*** to describe a change of mental state.
    e.g., ***Quand j'étais jeune, j'étais heureux.***
    Pendant ma jeunesse j'ai été heureux, maintenant je ne le suis plus.
18. write the future anterior tense of all regular and irregular verbs.
19. write the future anterior form after the conjunctions and conjunctive phrases ***quand, dès que, aussitôt que, après que***.
    e.g., ***Quand j'aurai quitté l'école, je ferai le tour du monde. Après que nous aurons fini, nous mangerons.***
20. use the present conditional tense to express a polite request or question.
    e.g., ***Qu'est-ce que vous aimeriez boire? —Je voudrais du vin blanc.***
21. transpose a passage in the ***passé composé*** into literary ***passé simple*** style and vice versa.
22. form and use all tenses in the passive.
    e.g., ***Ma voiture sera vendue d'ici quelques jours. Napoléon fut aimé des Français. L'école est entourée de grands arbres. Je regrette infiniment que cette maison ait été vendue.***
23. distinguish between the use of the prepositions ***par*** and ***de*** before the agent in passive constructions.
    e.g., ***Napoléon fut aimé par sa femme Joséphine.***
    Napoléon fut suivi de ses soldats.
24. manipulate common structures to avoid the passive if desired:
    by using the indefinite pronoun ***on*** plus an active verb.
    e.g., ***La maison a été vendue./On a vendu la maison.***
    by reconstructing the sentence into an active form.
    e.g., ***Le testament a été lu par le notaire./Le notaire a lu le testament.***
25. recognize situations in which a pronominal verb is used in French to express an idea rendered by the passive in English.
    e.g., French is spoken here. ***Le français se parle ici.***
    He is called George. ***Il s'appelle Georges.***
    That is not done. ***Cela ne se fait pas.***
26. avoid the use of the passive after verbs requiring an indirect object.
    e.g., ***On m'a dit de venir. Il m'a permis de sortir. On m'a parlé. On lui a demandé. On t'a conseillé de partir.***

27. express in writing the idea of having something done, or of having someone do something or of causing something to be done by somebody.
    e.g., ***J'ai fait peindre la maison. Les parents font travailler les enfants. Les parents ont fait travailler les mathématiques aux enfants. Ils les leur ont fait travailler.***
28. use the appropriate preposition after verbs in French paying attention to differences in English/French usage.
29. form the past infinitive.
30. use the past infinitive after the preposition ***après*** with appropriate modifications.
    e.g., ***Après avoir mangé, nous sommes sorti(e)s. Après être rentrée, elle a regardé la télévision. Après nous être réveillés, nous avons écouté les actualités à la radio. Après avoir été bouleversée par cette nouvelle, elle s'est suicidée.***
31. use inversion of the verb after ***à peine, aussi, peut-être*** when they occur at the beginning of a sentence.
    e.g., ***A peine avait-t-il prononcé ces paroles que les autres ont protesté vigoureusement. Il ment toujours. Aussi*** ("Therefore") ***a-t-il perdu la confiance de ses amis.***
32. use a preposition or conjunction according to context:
    Preposition + noun and/or pronoun or infinitive
    e.g., ***après, avant, à cause de, pour, depuis, jusqu'à.***
    Conjunction + verb (indicative or subjunctive)
    e.g., ***après que, avant que, parce que, puisque, car, depuis que, jusqu'à ce que.***

Cultural Goal

The Secondary French Program should enable students to develop an understanding of the values, customs and other elements of French language culture, particularly as experienced in Canada.

Objective

By the end of the Secondary French Program, students should be able to describe in English or French activities of everyday existence in a French-Canadian or French family.

Learning Outcomes

By the end of Level Six, the student should be able to:

1. compare and contrast major works in French literature.
   e.g., write a critique of a French play.
2. compare and contrast the cultural aspects of the literature of France, Québec and other francophone societies.
   e.g., ***L'Etranger*** and ***Le Survenant.***
   The Romantic poets of France and Emile Nelligan.
3. distinguish between French art and the art of other countries.
   e.g., Impressionist works.
   The films of Claude Jutras.

Objective

By the end of the Secondary French Program, students should be able to compare and contrast the various patterns of social behavior and organization found in French-speaking cultures with those of their own culture.

Learning Outcome

By the end of Level Six, the student should be able to:

1. differentiate and discriminate between various elements of the French way-of-life.
   e.g., education, politics, economics, intellectual and spiritual life.

Objective

By the end of the Secondary French Program, students should have improved communication skills through involvement in activities that reflect practices typical of French-speaking cultures.

Learning Outcome

By the end of Level Six, the student should be able to:

1. compare and contrast the role of ***chansonniers*** and their songs in France and in French Canada.
   e.g., Aznavour and Vigneault.

Scope and Sequence Chart
(French and English Versions)

Suggestions: Interpretation of Scope and Sequence Chart

The Scope and Sequence Chart prescribes the basic content to be taught at each level (representing 100 hours of instruction), regardless of the program selected for use in any school or district. This chart was developed by analyzing the content of existing programs and extrapolating the linguistic, attitudinal and cultural goals.

Although no one program will cover everything set out in the Scope and Sequence Chart, it is assumed that, upon completion of any level, students will have learned the content as defined by the learning outcomes and will be prepared to continue studying French at the next level — in any location and with any program.

This standardized content will permit both students and teachers to relate to a provincial norm, while still allowing for flexibility in program selection, use of supplementary materials, teaching methodology and individual student and teacher interests.

The chart represents THREE general areas: grammatical structures, vocabulary and cultural content. The grammatical structures are prescribed in terms of introduction, development and mastery, and the requirements are specified in learning outcomes at each level.

Certain vocabulary at the beginning level is essential and specific. However, further vocabulary development will depend on a number of factors: resources, student and teacher interests and abilities and thematic content within the selected program. Similarly, cultural content is briefly described for each level. The development of cultural appreciation is a complex process involving a variety of language experiences and exposure to the native speaker's culture. Therefore, the development of cultural units will depend on resources and teacher/student interests and personalities.

The content for both vocabulary and cultural units outlines areas to be taught at a specific level but in the depth appropriate to individual situations. The Resource Book provides assistance to the teacher in preparing these units.

It is emphasized that all content listed in the Scope and Sequence Chart is considered essential at that particular level and should be developed and/or enriched at the teacher's discretion.

Where no page number appears in the cross reference, the learning outcome mandated is implicit in the given level.

Scope and Sequence Chart
Levels 1-6
(Version Française)

L'Article

1er Niveau	2e Niveau	3e Niveau
article défini, p.22, 24	***article défini, p.32, 34***	***article défini, p.44***
article indéfini, p.22, 24	***article indéfini, p.32, 34***	***article indéfini, p.44***
article partitif, p.22, 24	***article partitif, p.32, 33***	***article partitif, p.44, 46***

Le Nom

genre des noms, p.21	***genre des noms, p.32***	***genre des noms, p.46***
noms des fêtes, des jours, des mois, des saisons, p.22, 23, 25	***noms des fêtes, des jours, des mois, des saisons, p.33, 34, 36***	
formation du féminin et du pluriel, p.22, 23, 24 *cas réguliers* *cas particuliers*	***formation du féminin et du pluriel, p.32, 34*** *cas réguliers* *cas particuliers*	***formation du féminin et du pluriel, p. 46*** *cas particuliers*

L'Adjectif

adjectif qualificatif, p.21, 22, 24	***adjectif qualificatif, p.32, 35***	***adjectif qualificatif, p.44, 46***
	adjectif interrogatif, p.32, 35	***adjectif interrogatif, p.46***
adjectif possessif, p.21, 22, 24	***adjectif possessif, p.32, 35***	
	adjectif démonstratif, p.31	***adjectif démonstratif, p.44, 46***
place de l'adjectif	***place de l'adjectif, p.32, 35***	***place de l'adjectif, p.44, 46*** *cas particuliers*
accord de l'adjectif, p.22 *formation du féminin et du pluriel:* *cas réguliers* *cas particuliers*	***accord de l'adjectif, p.32, 35*** *formation du féminin et du pluriel:* *cas réguliers* *cas particuliers*	***accord de l'adjectif, p.44*** *cas particuliers*
		le comparatif, p.43, 44
		le superlatif, p.43, 44

Scope and Sequence (Version Française)

4e Niveau	5e Niveau	6e Niveau
article défini, p.56 *cas particuliers*	***article défini***	***emploi de l'article défini, p.81, 82, 85*** *cas particuliers* ***omission de l'article défini, p.82***
article indéfini, p.56 *cas particuliers*	***article indéfini***	***emploi de l'article indéfini, p.82, 85*** *cas particuliers* ***omission de l'article indéfini, p.81, 82***
article partitif	***article partitif***	***emploi de l'article partitif, p.81, 82, 85*** *cas particuliers*
genre des noms	***genre des noms***	***genre des noms, p.83*** *règles générales*
adjectif interrogatif	***adjectif interrogatif***	
adjectif démonstratif	***adjectif démonstratif composé avec ci et là, p.67, 68***	***adjectif démonstratif composé avec ci et là***
place de l'adjectif, p.56, 58 *cas particuliers*	***place de l'adjectif, p.72*** *cas particuliers*	***place de l'adjectif, p.81, 83, 85*** *adjectifs dont le sens change selon qu'ils précèdent ou qu'ils suivent le nom.*
accord de l'adjectif, p.56 *cas particuliers*	***accord de l'adjectif, p.72*** *cas particuliers*	
le comparatif, p.56, 58 *cas particuliers* ***le superlatif, p.56, 58***		
	adjectifs indéfinis, p.67, 68, 70 *chaque, tout, etc.*	***adjectifs indéfinis*** *chaque, tout, etc.*

Le Pronom

1er Niveau	2e Niveau	3e Niveau
pronom personnel sujet, p.21, 23, 26		
le pronom indéfini on, p.21, 26		
pronom disjoint, p.21, 23, 26 *Ex: Moi, je chante.*	**pronom disjoint, p.33** *Ex: Moi, je chante.*	**pronom disjoint, p.46** *Ex: Moi, je chante.*
pronom interrogatif *qui?/que?/quoi?*	**pronom interrogatif, p.31, 33, 35** *qui?/que?/quoi?/* *(à) qui?/(à) quoi?*	**pronom interrogatif, p.46** *(à) qui?/(à) quoi?*
	pronom adverbial, p.33, 35 *y*	**pronom adverbial, p.44, 46** *en*
	pronom personnel, p.31, 33 *objet direct* *objet indirect*	**pronom personnel, p.43, 44, 46** *objet direct* *objet indirect*
	place des pronoms personnels devant le verbe, p.31	**place des pronoms personnels, p.43, 44** *a) dans une phrase affirmative ou négative* *b) à l'impératif affirmatif; à l'impératif négatif*
		pronom relatif, p.43, 44, 46 *qui/que*

Scope and Sequence (Version Française)

4e Niveau	5e Niveau	6e Niveau
		emploi de il et de ce devant le verbe être, p.81, 83, 86
pronom disjoint *Ex: Moi, je chante.*		***emplois particuliers de certains pronoms disjoints***
pronom interrogatif, p.56 *(à) qui?/(à) quoi?* *lequel?/laquelle?*	***pronom interrogatif, p.67, 71*** *lequel?/laquelle?*	***pronom interrogatif*** *lequel?/laquelle?*
		emplois particuliers des pronoms adverbiaux, p.81 *y, en*
pronom personnel, p.56, 58, 59 *objet direct* *objet indirect*	***pronom personnel, p.68*** *objet direct* *objet indirect*	
place des pronoms personnels, p.56, 59 *a) dans une phrase affirmative ou négative* *b) à l'impératif affirmatif; à l'impératif négatif*	***place des pronoms personnels, p.68, 72*** *a) dans une phrase affirmative ou négative* *b) à l'impératif affirmatif; à l'impératif négatif*	
pronom relatif, p.55, 56, 59 *(ce) qui/(ce) que/(ce) dont/où/lequel*	***pronom relatif, p.68, 71*** *(ce) qui/(ce) que/dont/où/(ce) dont/lequel*	***pronom relatif, p.81, 83, 86*** *(tout ce) qui/(tout ce) que*
pronom démonstratif, p.55, 56, 59 *celui/celle/ceux/celles*	***pronom démonstratif, p.67, 68, 70*** *ceci/cela/ça*	***pronom démonstratif composé*** *celui-ci/celui-là*
	pronom possessif, p.67, 68, 71	***pronom possessif***
	pronom indéfini, p.67, 68, 71 *chacun/tout/tout le monde/l'un . . . l'autre/quelqu'un/quelque chose*	***pronom indéfini, p.81, 83, 86*** *chacun/tout/tout le monde/l'un . . . l'autre/quelqu'un/quelque chose/quiconque/on/n'importe qui/n'importe lequel*

Le Verbe

1er Niveau	2e Niveau	3e Niveau
le présent de l'indicatif, p.21, 23, 24 verbes en — ER verbes irréguliers: avoir être aller faire pouvoir	**le présent de l'indicatif, p.31, 33, 35** verbes en — RE verbes en — IR/ISSENT Ex. finir devoir partir prendre savoir venir vouloir voir	**le présent de l'indicatif, p.43, 45** verbes en — OIR verbes en — IR/ENT **venir de, p.43, 46**
	le passé composé, p.31, 33, 35 a) verbes qui se conjuguent avec AVOIR b) verbes qui se conjuguent avec ETRE	**le passé composé, p.43, 45, 46** accord du participe passé
	l'imparfait, p.31, 33 il faisait . . . il y avait . . . c'était . . .	**l'imparfait, p.43, 45, 47**
l'impératif, p.22	**l'impératif, p.31, 33** **le futur proche, p.31, 33, 35**	**l'impératif, p.44, 45, 46** place du pronom personnel à l'impératif affirmatif et négatif **le futur simple, p.43, 45, 47**

Scope and Sequence (Version Française)

4e Niveau	5e Niveau	6e Niveau
le présent du subjonctif, p.55, 57, 59	**le présent du subjonctif**, p.69, 71	**emplois particuliers du subjonctif**, p.81, 83, 86
	le subjonctif passé, p.67, 71	**le subjonctif passé**, p.83, 86
venir de, p.57	**venir de**, p.67 *cas particuliers*	
	le participe présent, p.67, 69, 71 *accord du participe présent — différences entre l'usage anglais et l'usage français*	**le participe présent**, p.87 *accord du participe présent — différences entre l'usage anglais et l'usage français*
	le participe passé, p.69, 71 *accord du participe avec les verbes* **avoir** *et* **être** *et les verbes pronominaux*	**le participe passé**, p.87 *accord du participe passé*
le passé composé, p.55, 57, 59 *accord du participe passé*	**le passé composé**, p.69, 71 *accord du participe passé*	
	le passé simple, p.67, 69	**le passé simple**, p.87
		le passé antérieur, p.81 *utilisation après* **quand/lorsque/dès que/aussitôt que/après que**
l'imparfait, p.55, 57, 59 *différence avec le passé composé pour la description et la narration*	**l'imparfait**, p.69, 71 *différence avec l'usage du passé composé*	**l'imparfait**, p.83, 87 *différence avec l'usage du passé composé*
	l'imparfait, p.67, 71 *l'usage particulier avec* **venir de**	
	l'imparfait, p.67, 69, 71 *l'usage particulier avec* **depuis**	
le plus-que-parfait, p.55, 57, 59	**le plus-que-parfait**, p.69, 71	
l'impératif, p.56 *place du pronom personnel à l'impératif affirmatif et négatif*	**l'impératif**, p.72 *place du pronom personnel à l'impératif affirmatif et négatif*	
le futur simple	**le futur simple**, p.72 *l'utilisation après* **quand/lorsque/dès que/aussitôt que/tant que**	

Le Verbe

1er Niveau	2e Niveau	3e Niveau
l'interrogation, p.21, 23, 24 est-ce que? qu'est-ce que? qu'est-ce qui?	**l'interrogation, p.31, 33, 35** inversion à l'affirmatif, au négatif, et après les adjectifs interrogatifs et certains adverbes	**l'interrogation, p.47**
	infinitif complément des verbes suivants: p.31, 35 aimer aller devoir espérer falloir (il faut) pouvoir savoir venir vouloir	**infinitif complément des verbes suivants: p.43** aimer (mieux) croire désirer laisser penser regarder sembler voir

Scope and Sequence (Version Française)

4e Niveau	5e Niveau	6e Niveau
l'interrogation, p.57, 60		
le conditionnel présent, p.55, 57, 59	**le conditionnel présent**	**le conditionnel présent, p.87**
le conditionnel passé, p.55, 57, 59	**le conditionnel passé, p.69**	**le conditionnel passé**
propositions conditionnelles introduites par si, p.55, 57, 59 *présent — futur* *imparfait — conditionnel* *plus-que-parfait — conditionnel passé*	**propositions conditionnelles introduites par si, p.72** *présent — futur* *imparfait — conditionnel* *plus-que-parfait — conditionnel passé*	**propositions conditionnelles introduites par si** *utiliser à tous les temps*
	futur antérieur, p.68	**futur antérieur, p.83, 87** *l'utilisation après* **quand/lorsque/dès que/ aussitôt que/après que**
	faire causatif, p.68, 69	**faire causatif, p.88**
	les verbes semi-auxiliaires, p.72 *devoir*	**les verbes semi-auxiliaires, p.84** *devoir/savoir* *pouvoir/vouloir*
	voix active et voix passive *a) formes du passif* *b) emploi du passif* *c) comment éviter le passif*	**voix active et voix passive, p. 81, 83, 84, 87** *a) formes du passif* *b) emploi du passif* *c) comment éviter le passif*
infinitif complément des verbes suivants: *aimer (mieux)* *croire* *désirer* *laisser* *penser* *regarder* *sembler* *voir*	**infinitif complément des verbes suivants, p.68, 69, 72** *a) verbes suivis de à:* *aider à* *s'amuser à* *s'attendre à* *commencer à* *continuer à* *s'habituer à* *passer à* *réussir à* *servir à* *b) verbes suivis de de:* *avoir peur de* *décider de* *demander à qqn. de* *dire à qqn. de* *essayer de* *ordonner à qqn. de* *oublier de* *refuser de* *se souvenir de*	

Le Verbe

1er Niveau	2e Niveau	3e Niveau
	le discours indirect, p.31, 33, 35 *dire que et ces particuliers* *verbes pronominaux, p.31, 33, 35*	*le discours indirect, p.43, 46, 47* *ces particuliers* *verbes pronominaux, p.44, 46*

Scope and Sequence (Version Française)

4e Niveau	5e Niveau	6e Niveau
		verbes ayant un objet comme complément direct et une personne comme complément indirect, p.82, 84 *acheter qq. ch. à qqn.* *apprendre qq. ch. à qqn.* *cacher qq. ch. à qqn.* *dire qq. ch. à qqn.* *emprunter qq. ch. à qqn.* *enseigner qq. ch. à qqn.* *pardonner qq. ch. à qqn.* *refuser qq. ch. à qqn.* **verbes ayant une personne comme complément indirect et suivis de de + un infinitif, p.82, 84** *commander à qqn. de* *conseiller à qqn. de* *défendre à qqn. de* *demander à qqn. de* *dire à qqn. de* *ordonner à qqn. de* *permettre à qqn. de* *promettre à qqn. de* *refuser à qqn. de* *téléphoner à qqn. de*
	verbes suivis d'un nom, p.69 *différences entre l'usage français et l'usage anglais:* *attendre* *chercher* *demander* *écouter* *envoyer chercher* *espérer* *payer* *regarder*	
le discours indirect, p.57, 60 *cas particuliers*	**le discours indirect, p.68, 69, 73** *cas particuliers*	
	l'infinitif passé, p.69	**l'infinitif passé, p.88**
verbes pronominaux, p.56, 57, 59		

L'Adverbe

1er Niveau	2e Niveau	3e Niveau
la négation, p.21, 23, 24 ne . . . pas	la négation, p.31, 33 ne . . . jamais ne . . . plus ne . . . que	la négation, p.44, 45, 47 ne . . . jamais ne . . . plus ne . . . que ne . . . personne ne . . . rien
adverbes de quantité, p.21, 23, 24	adverbes de: temps, manière, lieu, quantité, p. 32, 33	adverbes de: temps, manière, lieu, quantité, p. 45 place des adverbes, p. 44, 45 /formation des adverbes le comparatif/ le superlatif/

Scope and Sequence (Version Française)

4e Niveau	5e Niveau	6e Niveau
la négation *ne . . . personne* *ne . . . rien*	**la négation, p.68, 69, 72** *ne . . . guère* *ne . . . ni . . . ni* *ne . . . point*	**la negation, p.82** *place à l'infinitif présent,* *à l'infinitif passé*
adverbes de: *temps, manière, lieu, quantité, p.57*		**inversion après les adverbes d'affirmation, de doute, p.82, 84, 88** *à peine, aussi, peut-être*
place des adverbes, p.60	**place des adverbes, p.72**	
formation des adverbes, p.57, 60		
le comparatif, p.56, 60	**le comparatif, p.69** *cas particuliers*	
le superlatif, p.56, 60	**le superlatif, p.69** *cas particuliers*	

La Prépos'tion

1er Niveau	2e Niveau	3e Niveau
emploi de à et de du au singulier et au pluriel, p.22, 24	emploi de à et de du au singulier et au pluriel, p.32, 33	emploi de à et de du au singulier et au pluriel, p.47
	emploi de du précédant un complément d'objet direct d'un verbe au négatif, p.32 Ex: "Je n'ai pas de pain."	emploi de du précédant un complément d'objet direct d'un verbe au négatif, p.45, 47 Ex: "Je n'ai pas de pain."
		répétition des prépositions Ex: Il est allé au magasin, au garage et à la maison.
emploi de du après les adverbes de quantité, p.21, 23	emploi de de après les adverbes de quantité, p.32	emploi de de après les adverbes de quantité, p.45, 46
emploi de à et de de dans la possession, p.22, 24	emploi de à et de de dans la possession	emploi de à et de du dans la possession, p.47
	à + noms de villes, p.32	à + noms de villes, p.45, 47
	au, aux, en devant les noms de pays, p.32	au, aux, en devant les noms de pays, p.45, 47
	de + noms de villes, p.32	de + noms de villes, p.45, 47
	de, d', du, des devant les noms de pays, p.32	de, d', du, des devant les noms de pays, p.45, 47
	en été, en automne, en hiver, au printemps, p.32, 33	en été, en automne, en hiver, au printemps, p.47
	emploi de pour marquant la destination, le but, p.32, 33	emploi de pour marquant la destination, le but, p.47

Scope and Sequence (Version Française)

4e Niveau	5e Niveau	6e Niveau
emploi de de précédent un complément d'objet direct d'un verbe au négatif *Ex: "Je n'ai pas de pain."*		
		emploi de de précédent un complément d'agent, p.82, 87 ***emploi de par précédent un complément d'agent, p.82, 87***
répétition des prépositions, p.57, 60 *Ex: Il est allé au magasin, au garage, et à la maison.* ***emploi de de après les adverbes de quantité***	***répétition des prépositions***	
		emploi de pour marquant le but, la cause, la conséquence, p.82
	emploi des prépositions suivies de l'infinitif, p.70, 71 *pour* *afin de* *de peur de* *de crainte de* *sans* *au lieu de* *avant de*	***emploi des prépositions suivies de l'infinitif, p.88*** *après + infinitif passé*
		emploi de en suivi du participe présent
		difficultés de traduction, p.82, 84, 88 *emploi du même mot en anglais comme préposition et comme conjonction* *après/après que; avant/avant que; à cause de; parce que; pour; car; depuis/depuis que; jusqu'à/jusqu'à ce que*

Le Vocabulaire

N.B. Il est difficile d'élaborer un vocabulaire de base pour tous les niveaux. Tout dépendra du texte des matériaux choisis par le professeur, sa façon de présenter le cours, les intérêts et les besoins particuliers des élèves, l'apport des films et des programmes de télévision, et les lectures entreprises à des niveaux plus élevés.

Les Unités Culturelles: Vocabulaire Connexe

N.B. A chaque niveau, il est recommandé de présenter les unités culturelles et d'utiliser le vocabulaire connexe selon les besoins linguistiques du programme.

1er Niveau	2e Niveau	3e Niveau
les fêtes Noël/Pâques/Jour de l'an/fête des rois	**les fêtes** Carnaval/Mardi gras	**les fêtes** 24 juin/1er, 14 juillet/1er mai
les anniversaires	**les fêtes de la famille**	**l'autobiographie**
l'école matières scolaires objets dans la salle de classe		**les lettres** la poste
		les bâtiments **les édifices**
le corps		
les vêtements	**les vêtements**	
	les professions	**l'emploi** les professions/les entrevues
la maison	**la maison**	
la famille	**la famille** le téléphone	
	la cuisine	**le restaurant**
	la table	
	les animaux domestiques	**la faune** **les oiseaux** **les plantes**

Scope and Sequence (Version Française)

4e Niveau	5e Niveau	6e Niveau
	les personnages	
	le roman	**la littérature — les genres**
	la pièce	*la France*
	le poème	*le Québec*
		le Canada français
	l'art	**l'art**
		l'éducation
le journal		
la mode		
	la société	**la société**
les films	**les films**	**les films**
	la télévision	**la télévision**
la haute-cuisine		
les menus		
la communauté		
le village		
la ville		

Les Unités Culturelles: Vocabulaire Connexe

1er Niveau	2e Niveau	3e Niveau
la géographie *les cartes/le monde/le Canada*	**la géographie** *pays/continents/nationalités* *drapeaux* *lacs/mers* *directions — la ville*	**la géographie** *cartes — le Québec/la France* *provinces* *capitales*
le temps **l'heure** **le calendrier** **les saisons**		
		la politique *le premier ministre* *le président* *les ministres* *les députés* *les conseillers municipaux*
	les transports *l'avion* *le bateau* *le train* *l'auto*	**les voyages** *le passeport* *la douane* *l'hôtel* *le garage* *le permis*
les sports	**les sports**	**les sports** *vocabulaire particulier à chaque sport/les personnalités sportives*
		les passe-temps
les chansons	**les chansons**	**les chansons**
la musique	**la musique**	**les instruments de musique**

Scope and Sequence (Version Française)

4e Niveau	5e Niveau	6e Niveau
la géographie *la francophonie* *la Colombie Britannique* *le Québec* *Paris* *la ville de Québec* *Montréal*		
	l'histoire *la France* *le Québec*	**l'histoire**
		la politique
les signaux routiers	**l'automobile** *l'hôpital* *les accidents* *les réparations* *les assurances* *les contraventions*	
les passe-temps		
	les chansonniers	**les chansons — la musique** *le Québec/la France*
les instruments de musique		
		la vie économique
		les sciences
		la vie intellectuelle
		la vie spirituelle

Scope and Sequence Chart
Levels 1-6
(English Version)

Articles

Level 1	Level 2	Level 3
definite article, p.22, 24	definite article, p.32, 34	definite article, p.44
indefinite article, p.22, 24	indefinite article, p.32, 34	indefinite article, p.44
partitive article, p.22, 24	partitive article, p.32, 33	partitive article, p.44, 46

Nouns

gender of nouns, p.21	gender of nouns, p.32	gender of nouns, p.46
names of holidays, days of the week, months, seasons, p.22, 23, 25	names of holidays, days of the week, months, seasons, p.33, 34, 36	
formation of feminine and formation of plural, p.22, 23, 24 regular and irregular forms	formation of feminine and formation of plural, p.32, 34 regular and irregular forms	formation of feminine and formation of plural, p.46 irregular forms

Adjectives

adjective of quality, p.21, 22, 24	adjective of quality, p.32, 35	adjective of quality, p.44, 46
	interrogative, p.32, 35	interrogative, p.46
possessive, p.21, 22, 24	possessive, p.32, 35	
	demonstrative, p.31	demonstrative, p.44, 46
position of the adjective	position of the adjective, p.32, 35	position of the adjective, p.44 special uses
agreement of the adjective, p.22 forms of feminine and plural: regular and irregular forms	agreement of the adjective, p.32, 35 forms of feminine and plural: regular and irregular forms	agreement of the adjective, p.44 irregular forms
		comparative, p.43, 44
		superlative, p.43, 44

Scope and Sequence (English Version)

Level 4	Level 5	Level 6
definite article, p.56 special uses	**definite article**	**use of definite article**, p.81, 82, 85 special uses **omission of definite article**, p.82
indefinite article, p.56 special uses	**indefinite article**	**use of indefinite article**, p.82, 85 special uses **omission of indefinite article**, p.81, 82
partitive article	**partitive article**	**use of partitive article**, p.81, 82, 85 special uses

gender of nouns	**gender of nouns**	**gender of nouns**, p.83 according to meaning, derivation, endings

interrogative	**interrogative**	
demonstrative	**compound demonstrative adjectives with** **— *ci* and *là***, p.67, 68	**compound demonstrative adjectives with** **— *ci* and *là***
position of the adjective, p.56, 58 special uses	**position of the adjective**, p.72 special uses	**position of the adjective**, p.81, 83, 85 change of meaning according to whether the adjective precedes or follows the noun
agreement of the adjective, p.56 irregular forms	**agreement of the adjective**, p.72 irregular forms	
comparative, p.56, 58 special forms		
superlative, p.56, 58		
	indefinite adjectives, p.67, 68, 70 ***chaque*, *tout*, etc.**	**indefinite adjectives** ***chaque*, *tout*, etc.**

Pronouns

Level 1	Level 2	Level 3
personal subject pronouns, p.21, 23, 24	personal pronouns, p.31, 33 direct object pronouns indirect object pronouns position of personal pronouns before the verb, p.31	personal pronouns, p.43, 44 direct object pronouns indirect object pronouns position of personal pronouns, p.43, 44 a) in the affirmative or negative sentence b) in the imperative affirmative; in the imperative negative
emphatic pronouns, p.21, 23, 24 e.g., *Moi, je chante.*	emphatic pronouns, p.33 e.g., *Moi, je chante.*	emphatic pronouns, p.46 e.g., *Moi, je chante.*
interrogative pronouns *qui?/que?/quoi?*	interrogative pronouns, p.31, 33, 35 *qui?/que?/quoi?/* *(à) qui?/(à) quoi?*	interrogative pronouns, p.46 *(à) qui?/(à) quoi?*
indefinite pronoun *on*, p.23, 24		
		relative pronouns, p.43, 44, 46 *qui/que*
	pronominal adverb *y*, p.33, 35	pronominal adverb *en*, p.44, 46

Level 4	Level 5	Level 6
personal pronouns, p.56, 58, 59 direct object pronouns indirect object pronouns	**personal pronouns**, p.68 direct object pronouns indirect object pronouns	**use of *il* and *ce* before the verb *être***, p.81, 83, 86
position of personal pronouns, p.56, 59 a) in an affirmative or negative sentence b) in the imperative affirmative; in the imperative negative	**position of personal pronouns**, p.68, 72 a) in an affirmative or negative sentence b) in the imperative affirmative; in the imperative negative	
emphatic pronoun e.g., *Moi, je chante.*		**emphatic pronoun** special uses
interrogative pronouns, p.56 *(à) qui?/(à) quoi?* *lequel?/laquelle?*	**interrogative pronouns**, p.67, 71 *lequel?/laquelle?*	**interrogative pronouns** *lequel?/laquelle?*
indefinite pronouns, p.67, 68, 71 *chacun/tout/tout le monde/ l'un . . . l'autre/quelqu'un/ quelque chose*		**indefinite pronouns**, p.81, 83, 86 *chacun/tout/tout le monde/ l'un . . . l'autre/quelqu'un/quelque chose/quiconque/on/n'importe qui/ n'importe lequel*
relative pronouns, p.55, 56, 59 *(ce) qui/(ce) que/(ce) dont/ où/lequel*	**relative pronouns**, p.68, 71 *(ce) qui/(ce) que/(ce) dont/où /lequel*	**relative pronouns**, p.81, 83, 86 *(tout ce) qui/(tout ce) que*
		special uses of pronominal adverbs *y, en*, p.81
demonstrative pronoun, p.55, 56, 59 *celui/celle/ceux/celles*	**demonstrative pronoun**, p.67, 68, 70 *ceci/cela/ça*	**compound demonstrative pronoun** *celui-ci/celui-là*
	possessive pronouns, p.67, 68, 71	**possessive pronouns**

Verbs

Level 1	Level 2	Level 3
present indicative, p.21, 23, 24 — *ER* regular verbs and irregular verbs *avoir* *être* *faire* *pouvoir* *aller*	present indicative, p.31, 33, 35 — *RE* regular verbs — *IRSSENT* regular verbs e.g., *finir* *devoir* *partir* *prendre* *savoir* *venir* *vouloir* *voir*	present indicative, p.43, 45, 46 — *OIR* regular verbs — *IRENT* regular verbs e.g., *dormir* uses of *savoir* de, p.43, 46
	passé composé, p.31, 33, 35 a) verbs conjugated with *AVOIR* b) verbs conjugated with *ETRE*	*passé composé*, p.43, 45, 46 agreement of past participle
	imperfect indicative, p.31, 33 *c'était . . .* *il faisait . . .* *il y avait . . .*	imperfect indicative, p.43, 45, 47
imperative, p.22	imperative, p.31, 33 *futur proche*, p.31, 33, 35	imperative, p.44, 45, 46 position of personal pronouns in affirmative and negative commands future indicative, p.43, 45, 47
interrogative, p.21, 23, 24 est-ce que? qu'est-ce que? qu'est-ce qui?	interrogative, p.31, 33, 35 inversion in the affirmative, negative and after interrogative adjectives and certain adverbs	interrogative, p.47

Scope and Sequence (English Version)

Level 4	Level 5	Level 6
present subjunctive, p.55, 57, 59	present subjunctive, p.69, 71	special uses of the subjunctive, p.81, 83, 86
	subjonctif passé, p.67, 71	*subjonctif passé*, p.83, 86
use of *venir de*, p.57	special use of present indicative with *venir de*, p.67	
	present participle, p.67, 69, 71 agreement of the present participle — differences between English and French usage	present participle, p.87 agreement of the present participle — differences between English and French usage
	past participle, p.69, 71 agreement of past participle with *avoir* verbs, *être* verbs and pronominal verbs	past participle, p.87 agreement of past participle with *avoir* verbs, pronominal verbs and inherently reflexive verbs (*se souvenir de*, *se méfier de*, etc.)
passé composé, p.55, 57, 59 agreement of past participle	*passé composé*, p.69, 71 agreement of past participle	
	passé simple, p.67, 69	*passé simple*, p.87 use in literary narrative
		past anterior, p.81 use in literary style after *quand/lorsque/dès que/aussitôt que/après que*
imperfect indicative, p.55, 57, 59 use in description and narration	imperfect indicative, p.69, 71 major uses as distinct from those of the *passé composé*	imperfect indicative, p.83, 87 major uses as distinct from those of the *passé composé*
	special use of imperfect with *venir de*, p. 67, 71	
	special use of imperfect with *depuis*, p.67, 69, 71	
pluperfect, p.55, 57, 59	pluperfect, p.69, 71	
imperative, p.56 position of personal pronouns in affirmative and negative commands	imperative, p.72 position of personal pronouns in affirmative and negative commands	
future indicative	future indicative, p.72 use after *quand/lorsque/dès que/aussitôt que/tant que*	
interrogative, p.57, 60		
present conditional, p.55, 57, 59	present conditional	present conditional, p.87
past conditional, p.55, 57, 59	past conditional, p.69	past conditional

Verbs

Level 1	Level 2	Level 3
	Infinitive complement of the verb, p.31, 35 *aimer* *aller* *devoir* *espérer* *falloir (Il faut)* *pouvoir* *savoir* *venir* *vouloir*	**Infinitive complement of the verb:** *aimer (mieux)* *croire* *désirer* *laisser* *penser* *regarder* *sembler* *voir*

Scope and Sequence (English Version)

Level 4	Level 5	Level 6
conditional clauses **introduced by *si*, p. 55, 57, 59** present — future imperfect — conditional pluperfect — past conditional	**conditional clauses** **introduced by *si*, p. 72** present — future imperfect — conditional pluperfect — past conditional	**conditional sentences** **introduced by *si*** use of all time sequences
	future anterior, p. 68	**future anterior, p. 83, 87** ***use after quand/lorsque/dès que/aussitôt que/après que***
	***faire causatif*, p. 68, 69**	***faire causatif*, p. 88**
	semi-auxiliaries, p. 72 ***devoir***	**semi-auxiliaries, p. 84** ***devoir/savoir*** ***pouvoir/vouloir***
	active and passive voices a) formation of passive b) use of the passive c) how to avoid passive constructions	**active and passive voices, p. 81, 83, 84, 87** a) formation of passive b) use of the passive c) how to avoid passive constructions
infinitive complement of the verb, p. 43 ***aimer (mieux)*** ***croire*** ***désirer*** ***laisser*** ***penser*** ***regarder*** ***sembler*** ***voir***	**infinitive complement of the verb, p. 68, 69, 72** a) verbs followed by *à*: ***aider à*** ***s'amuser à*** ***s'attendre à*** ***commencer à*** ***s'habituer à*** ***passer à*** ***réussir à*** ***servir à*** b) verbs followed by *de*: ***avoir peur de*** ***décider de*** ***demander à qqn. de*** ***dire à qqn. de*** ***essayer de*** ***ordonner à qqn. de*** ***oublier de*** ***refuser de*** ***se souvenir de***	
	verbs followed by a noun, p. 69 differences between French and English usage: ***attendre*** ***chercher*** ***demander*** ***écouter*** ***envoyer chercher*** ***espérer*** ***payer*** ***regarder***	

Verbs

Level 1	Level 2	Level 3
	reported speech, p.31, 33, 35 *dire que* and special uses pronominal verbs, p.31, 33, 35	reported speech, p.43, 45, 47 special uses pronominal verbs, p.44, 45

Adverbs

negation, p.21, 23, 24 *ne . . . pas* adverbs of quantity, p.21, 23, 24	negation, p.31, 33 *ne . . . jamais* *ne . . . plus* *ne . . . que* adverbs of: time, manner, place, quantity, p.32, 33	negation, p.44, 45, 47 *ne . . . jamais* *ne . . . plus* *ne . . . que* *ne . . . personne* *ne . . . rien* adverbs of: time, manner, place, quantity, p.45 position of adverbs, p.44, 45 formation of adverbs comparative superlative

Scope and Sequence (English Version)

Level 4	Level 5	Level 6
		verbs having a thing as direct object and a person as indirect object, p.82, 84 *acheter qq. ch. à qqn.* *apprendre qq. ch. à qqn.* *cacher qq. ch. à qqn.* *dire qq. ch. à qqn.* *emprunter qq. ch. à qqn.* *enseigner qq. ch. à qqn.* *pardonner qq. ch. à qqn.* *refuser qq. ch. à qqn.* **verbs having a person as indirect object and followed by *de* and an infinitive, p.82, 84** *commander à qqn. de* *conseiller à qqn. de* *défendre à qqn. de* *demander à qqn. de* *dire à qqn. de* *ordonner à qqn. de* *permettre à qqn. de* *refuser à qqn. de* *téléphoner à qqn. de*
reported speech, p.57, 60 **special uses**	**reported speech, p.68, 69, 73** **special uses**	
pronominal verbs, p.56, 57, 59	**past infinitive, p.69**	**past infinitive, p.88**

negation *ne . . . personne* *ne . . . rien*	**negation, p.68, 69, 72** *ne . . . guère* *ne . . . ni . . . ni* *ne . . . point*	**negation, p.82** **position with present infinitive** **position with past infinitive**
adverbs of: **time, manner, place, quantity, p.57**		
position of adverbs, p.60	**position of adverbs, p.72**	**inversion after adverbs of affirmation and doubt, p.82, 84, 88** *à peine, aussi, peut-être*
formation of adverbs, p.57, 60		
comparative, p.56, 60	**comparative, p.69** **special formations**	
superlative, p.56, 60	**superlative, p.69** **special formations**	

Vocabulary

N.B. It is not appropriate to list a basic vocabulary for each level. The choice of vocabulary will depend upon various factors: texts and materials, methodology, student interests and needs, films, television programs and graded readings.

Cultural Units and Related Vocabulary

N.B. It is recommended that the cultural units and related vocabulary be presented within the context of the appropriate linguistic level. [For content of cultural units see "Scope and Sequence (Version Française)."]

Prepositions

Level 1	Level 2	Level 3
use of *à* and *de* in the singular and plural, p.22, 24	use of *à* and *de* in the singular and plural, p.32, 33	use of *à* and *de* in the singular and plural, p.47
		repetition of prepositions e.g., *Il est allé au magasin, au garage, et à la maison.*
	use of *de* after negative, p.32 e.g., *Je n'ai pas de pain.*	use of *de* after negative, p.45, 47 e.g., *Je n'ai pas de pain.*
use of *de* after adverbs of quantity, p.21, 23	use of *de* after adverbs of quantity, p.32	use of *de* after adverbs of quantity, p.45, 46
use of *à* and *de* to denote possession, p.22, 24	use of *à* and *de* to denote possession	use of *à* and *de* to denote possession, p.47
	à and names of towns, p.32	*à* and names of towns, p.45, 47
	au, aux, en before names of countries, p.32	*au, aux, en* before names of countries, p.45, 47
	de and names of towns, p.32	*de* and names of towns, p.45, 47
	de, d', du, des before names of countries, p.32	*de, d', du, des* before names of countries, p.45, 47
	en été, en automne, en hiver, au printemps, p.32, 33	*en été, en automne, en hiver, au printemps*, p.47
	use of *pour* to indicate destination, goal, p.32, 33	use of *pour* to indicate destination, goal, p.47

Scope and Sequence (English Version)

Level 4	Level 5	Level 6
repetition of prepositions, p. 57, 60 e.g., *Il est allé au magasin, au garage, et à la maison.*	repetition of prepositions	
		use of *par* and *de* before the agent in the passive voice, p. 82, 87 e.g., *Il est aimé par Marie.* *Il est aimé de tous.*
use of *de* after negative e.g., *Je n'ai pas de pain.*		
	review of prepositions followed by the infinitive, p. 70, 71 *pour* *afin de* *de peur de* *de crainte de* *sans* *au lieu de* *avant de*	use of prepositions followed by the infinitive, p. 88 *après* + infinitive
use of *de* after adverbs of quantity		
		use of *pour* to indicate goal, cause, consequence, p. 82
		use of *en* followed by present participle
		translation difficulties from English to French, p. 82, 84, 88 use of same word in English both as preposition and conjunction: *après/après que; avant/avant que; à cause de; parce que; pour; car; depuis/depuis que; jusqu'à/ jusqu'à ce que*

Appendix

The Nature of Learning a Second Language

Learning a second language was formerly viewed as an isolated process. It is now seen as the continuing development of a structurally controlled but creative activity rather than as a lock-step, stimulus-response, error-free process.

Research repeatedly shows that motivation is of primary importance in second language acquisition. An atmosphere that permits freedom to communicate and encourages students to use French spontaneously and creatively significantly affects their attitude and increases their desire to improve. A steadily growing confidence is experienced in using the target language for communication.

Increased linguistic competence not only brings language to life but also helps create a bridge of understanding and appreciation between the two cultures involved. Indeed, the social content of language and the associated cultural adjustment and understanding present a vital focus for second language teachers. Language study thus becomes a more meaningful and enjoyable experience and will encourage students to continue their study of French.

New Directions in Second Language Teaching

Many people will recall the "grammar/translation" method of language teaching where students were asked to memorize long lists of vocabulary, copious amounts of verb conjugations, case endings and the like. The method never brought truly satisfying results because it was an incomplete language learning experience. Oral use of the target language was minimal and oral-aural skills were not only neglected but often considered unimportant. The vast majority of students who underwent such an experience found it rigid and impractical. Such an approach does not meet the needs of today's language student.

In the early 1960s the "audio-lingual" method began to show signs of overshadowing the puzzle-solving grammatical approach. B.F. Skinner and other behavioral psychologists viewed language acquisition as the formation of habits. The behaviorists stressed the priority sequence of language learning as: understanding, speaking, reading and writing, the latter two to be delayed as much as possible. Emphasis was placed on over-learning of language structures by the pattern drill, and grammar was learned by analogy rather than by analysis. However, despite some of this method's "oral-aural" advantages, it was soon obvious that its theoretical principles could not be applied to the reality of the classroom. To mention briefly a few problems: delaying writing was impractical because it is an indispensable strengthening device; the relentless succession of pattern drills became too mechanical and boring; repetition did not presume comprehension; spontaneous creativity was lacking; the lack of structured grammar was a disadvantage because students found it difficult to generalize from pattern drill exercises.

In the late 1960s, Noam Chomsky began to attack this behaviorist psychology. He did not view language as a habit structure, and stated that we must recognize that language use is not the mere repetition of phrases learned by heart from a set dialogue. He stressed that language learning was above all a creative, thought-producing intellectual process. According to him, a teaching program must give free play to the creative principle that humans bring to the process of language learning. His findings led to the cognitive-code learning theory subsequently championed by the renowned Harvard psychologist John B. Carroll.

It could well be said that language teaching methodology has experienced two very definite extremes. In the opinion of many second language researchers and practicing teachers, a more balanced approach is needed. Such an approach would emphasize meaningful and "communicative" drill plus practice and a conscious study of speech patterns. Both emphases would involve students in as many creative situations as possible.

Minimal Conditions for Learning a Second Language

The successful implementation of any course of studies largely depends upon favorable learning conditions. These conditions are extremely important in implementing a successful second language program. Both teachers and administrative personnel should give serious consideration to the following:

1. The goals and objectives of the Secondary French Program for the school, district and province.
2. The selection of certificated teachers who are:
   a) fluent in both English and the target language,
   b) knowledgeable about current second language methodology,
   c) conversant with provincial requirements for French K-12.
3. The encouragement of appropriate in-service for all language teachers to maintain and improve:
   a) language proficiency,
   b) teaching techniques and methodology including the use of audio-visual aids.
4. The provision of:
   a) a minimum of 100 hours of instruction per level,
   b) daily periods of classroom instruction.
5. The establishment of a sequential program allowing entry at any level.
6. The availability of instructional materials appropriate to the program(s) selected.
7. The location of classrooms suitable for language study.
8. The size of individual classes.
9. The provision of necessary audio-visual equipment.
10. The development of positive attitudes towards the learning of French within the school and the community.

Articulation

Elementary — Secondary Articulation

In districts offering French instruction at the elementary level, a definite need for articulation exists between elementary and secondary levels. With a planned sequence of structures and vocabulary, students will find second language learning challenging and rewarding.

In these districts it is necessary for district staff to encourage elementary and secondary school teachers to visit each other's classrooms and to exchange information frequently.

Secondary — Post-secondary Articulation

The placement of students who have completed Levels 5 and 6 requires close consultation between secondary and post-secondary institutions.

Where French instruction is available at the elementary level, some students could complete one or more senior secondary French courses prior to entering Grade 11.

Careful consideration must be given to integrating Francophone and immersion students into the normal sequence of university courses.

Evaluation

The basic purposes of evaluation are:

- to serve as a guide to the student's progress in learning the essential language skills of listening, speaking, reading and writing
- to enable the teacher to judge the degree to which each learning unit's content has been assimilated
- to pinpoint strengths and weaknesses in teaching techniques
- to give students specific information about progress.

In the classroom, ongoing evaluation is of primary importance. It is essential that both the success of any program of studies in fulfilling the curriculum guide requirements and the teacher's instructional techniques be evaluated. Objective data furnished by standardized tests may then be compared to subjective data accumulated from the teacher's informal observations of each student's individual performance.

Learning a language requires a step-by-step acquisition of certain linguistic skills. The levels system is designed to coordinate this step-by-step acquisition until overall competency is achieved. Students should be promoted to the next level only when the teacher has ascertained, through carefully controlled testing, that students have assimilated the contents of the preceding level.

As students enter each level, their knowledge, skills and attitudes should be evaluated so that the instructional program may be tailored to meet the needs of both the individual and the group. At the early levels, emphasis is placed on listening and speaking skills, while reading and writing skills are emphasized at later levels. Evaluation will, therefore, vary accordingly.

Evaluation of Affective Objectives and Learning Outcomes

A variety of evaluative techniques will be needed to determine to what degree affective objectives and learning outcomes have been realized.

Affective learning outcomes should be evaluated by group or class as well as for individual students. The results of the evaluation can then be used to help determine student grades and to enable the teacher to pinpoint strengths and weaknesses in teaching techniques in the affective domain.

Methods of evaluation will depend upon the **type** of student affective behavior implied in the learning outcome and upon the **level of intensity** of the identified behavior. A student's level of attainment should be measured by both formal and informal methods, including the unobtrusive and long-range indicators of changes in student behavior that are often difficult to measure.

Note: Further comments on evaluation appear in the Resource Book.

Literature

The study of literature is a vital component of any course of language studies. It is a form of communication with other cultures that can develop attitudes of tolerance and often provides motivation for second language study.

Once students attain a functional mastery of basic linguistic structures, they should gradually be introduced to the imaginative works that express the thoughts and feelings of French-speaking peoples throughout the world. Songs, poems, dialogues and short stories can be used for this purpose.

The study of literature enables students to become acquainted with a wide variety of linguistic structures, to distinguish between literary and familiar usage and to increase vocabulary. The subtleties of thought and their expression in literature facilitate a deeper understanding of the fundamental structures of the French language.

Literature embodies a nation's highest cultural aspirations. It expresses the ideals, thought, customs, material and spiritual values of a people. Through studying literature, students become aware of the evolution of social attitudes, customs and practices, and the influence of various ideologies upon these attitudes. The history, artistic traditions, religious, philosophical and political systems that constitute a nation's very being are all embraced in literature.

Through the subtle use of language and an author's creative vision, we are able to transcend our own cultural limitations and to enrich immeasurably our own knowledge of the world.

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